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AUTHOR Fiske, Kristin J.; Todd, Saralee S.

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ABSTRACT

This handbook documents assessment strategies that are in current use, have potential for duplication, or are in the testing and development stages, and that hold promise for more accurate assessment of limited English proficient (LEP) individuals in vocational programs. The handbook was developed as a result of a research and demonstration project funded by the Office of Vocational and Adult Education (ED) to assist in the implementation of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. The chapters in the handbook define and provide a rationale for different issues and strategies of assessment. After an analysis of the fundamentals of assessment and the forces that are expanding the concept of testing, specific techniques are explained with examples. The methods include the following: (1) interviews; (2) activities using the Cloze test format; (3) rating scales; (4) portfolios; and (5) projects. A chapter of fairer usage and clearer application of standardized tests is also included, along with a glossary and extensive references for each section. (Author/KC)

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CLASSROOM STRATEGIES
FOR ASSESSING
LIMITED ENGLISH PROFICIENT STUDENTS
IN VOCATIONAL PROGRAMS:
A RESOURCE HANDBOOK

Kristin J. Fiske

Saralee S. Todd

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CROSSPATHS MANAGEMENT SYSTEMS, INC.
Two Wisconsin Circle, Suite 660
Chevy Chase, Maryland 20815
Phone: 301-654-4600
Fax: 301-654-6334

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A RESOURCE HANDBOOK

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Chevy Chase, Maryland 20815
Phone: 301-654-4600
Fax: 301-654-6334

This Handbook was prepared pursuant to a contract with the Office of Vocational and Adult Education (OVAE), U.S. Department of Education (ED), entitled Vocational Student Assessment for Limited English Proficient Individuals, Contract Number VN92006001. All opinions and interpretations expressed herein are solely those of the authors and do not necessarily reflect the views of OVAE or ED.

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PREFACE

ACKNOWLEDGEMENTS

This Handbook is the final result of a research, analysis, and development project funded under contract with the U.S. Department of Education Office of Vocational and Adult Education. As Project Manager for Crosspaths Management Systems, Inc., it has been a rewarding challenge to lead this exciting team effort. This document will hopefully make a positive contribution to the important goal of increased accuracy and appropriateness in student assessment.

My heartfelt thanks and appreciation goes to Ms. Kristin J. Fiske, our Assistant Project Manager, who led our efforts to evaluate and target the assessment strategies and techniques that provide the greatest possibilities for providing more accurate and complete results for limited English proficient (LEP) vocational students.

Ms. Fiske brought this Handbook pedagogical expertise and leadership, and great depth of commitment and sensitivity to the goals of appropriate, authentic testing for all individuals. It is due to her complete immersion into this effort that we are able to present to the users of this Handbook a clear, readable "clearinghouse" tool. It holds the hope of achieving fairer assessment results, and thus increased personal development and workplace productivity, for LEP learners in education and training programs around the country.

I also wish to acknowledge the much appreciated contributions of Mr. Hector Dopico, our original Research Assistant; Ms. Lisa Ruffin and Mr. Garrett Walsh, who contributed to the formatting and presentation of this Handbook; Ms. Sharon Kirksey, who provided graphics assistance during Handbook development; and Ms. Jeanne Lopez-Valadez and Dr. Ruth Petkoff, who provided their vocational education expertise and technical assistance to us on occasion during the work on the project. Thanks also goes to Mr. Frederick Williams, President of Crosspaths, who provided much appreciated corporate flexibility to ensure that all of our project deadlines were met.

I also wish to acknowledge our Program Officers at the Office of Vocational and Adult Education, Ms. Laura Karl Messenger and Ms. Cindy Towsner, who enabled us to "do our thing" with helpful guidance. Thanks also goes to Dr. Joyce Cook, Chief, Special Programs Branch, Division of National Programs, and Mr. Thom Adams and Ms. Carolyn Samuels, Contract Officers, for their guidance and efforts on our behalf.

Thanks to All!
Saralee Todd, Project Manager

Advisory Working Group Members

Crosspaths wishes to acknowledge the accomplished individuals who served on the project's Advisory Working Group. The Working Group met December 13 - 14, 1992, and January 10 - 11, 1994, in Washington, D.C..

The Working Group Members represented all areas of expertise involved in the project, including: vocational education, bilingual education policy and programming, assessment, linguistics, curriculum development, research, testing, employment and training, and school-to-work capabilities.

Individuals brought experience with local school districts, state educational agencies, community colleges, university teacher training programs, and the employer community. Persons using this Handbook should include the Working Group Members as helpful contacts and sources of information. Each and every person was committed to the purposes and goals of the project, and was genuinely interested in seeing that its findings were broadly disseminated. Below is the list of all persons who served on the Working Group throughout the project.

Working Group Members

Dr. Gabriel Cortina
Assistant Superintendent
Los Angeles Unified School District
Superintendent's Office - Special Projects
1208 Magnolia Avenue
Gardenia, CA 90247
310-515-3030
FAX 310-532-4674

Ms. Florence Jackson
Unit Director
New York City Board of Education
337 Baltic Street Room 412
Brooklyn, NY 11202
718-935-4136
FAX 718-935-3361

Ms. Pamela J. Leconte
Project Director
Collaborative Vocational Evaluation Training
George Washington University
Department of Teacher Preparation and Special Education
2201 G Street, NW
Washington, D.C. 20052
202-994-1534
FAX 202-994-3365

Ms. Jeanne Lopez-Valadez
Director, Office of Applied Innovations
Northern Illinois University
8807 Cary-Algonquin
Cary, IL 60013
708-516-4845
FAX 708-516-4846

Mr. Larry Rosenstock
Executive Director
Rindge School of Technical Arts
459 Broadway
Cambridge, MA 02138
617-349-6751
FAX 617-349-6770

National Alliance of Business
Ms. Caricia J. Fisher
Evaluation Research Manager
Mr. Peter Joyce
Director of Youth Apprenticeship
Mr. Gary Moore
(Former) Director, Research and Development
1201 New York Avenue, N.W.
Washington, D.C. 20005-3917
202-289-2888
FAX 202-289-1303

Dr. G. James Pinchak
Associate Director
Planning and Administrative Services
Division of Vocational and Career Education
Ohio Department of Education
Ohio Departments Building, Room 904
65 South Front Street
Columbus, OH 43266-0308
614-466-2095
FAX 614-644-5702

Dr. Charlene Rivera
Director
Evaluation Assistance Center East
George Washington University
1730 North Lynn Street, Suite 401
Arlington, VA 22209-2009
703-528-3588
FAX 703-528-5973

Dr. Chui Lim Tsang
Dean of Applied Science and Technology
City College of San Francisco
33 Gough Street
San Francisco, CA 94103
415-241-2306
FAX 415-241-2354

Field Test Sites

Our sincere appreciation goes to the dedicated and committed educators we worked with during the Field Test stage of our project. Being able to share in their experiences provided us with very responsive and helpful insights which enabled us to move ahead on a more complete development of this Handbook.

In order to validate the earlier research findings of potentially promising assessment practices, it was important to select a small, but representative number of sites around the country where we could share our suggestions and receive direct and diverse feedback on the appropriateness and usefulness of the targeted strategies and techniques.

At all sites, the basic goal was to establish a dialogue with practitioners and a "hands on" exchange of ideas about what is being done and what else can be done to have assessment more accurately reflect LEP students' strengths and respond to their needs.

Due to the parameters and limitations of our project, resources were not available for comprehensive, in-depth field tests. Therefore, we primarily relied upon three to four-day visits to a few representative secondary and post secondary schools.

These included:

1) Bell Multicultural High School
Washington, D.C.
Chief Contact Persons:
Ms. Ana Vasquez, Director
Language Arts Curriculum
Mr. Kevin Farley, Math Teacher & Curriculum Developer
Tech Prep Program
Phone: 202-673-3551
FAX: 202-673-7581

2) Brevard Community College
Palm Bay, Florida
Chief Contact Persons:
Ms. Kathy Talley, Vocational Instructor
Ms. Sue Lundgren, VESL Instructor
Phone: 407-951-1060
FAX: 407-723-4674

3) Northside Independent School District
San Antonio, Texas
Chief Contact Person:
Mr. Jacinto Gonzales, Director
Vocational & Applied Technology
Phone: 210-647-2232
Fax: 210-647-2391

4) Rindge School of Technical Arts
Cambridge, Massachusetts
Chief Contact Person:
Mr. Larry Rosenstock, Executive Director
Phone: 617-349-6753
FAX: 617-349-6770

In general, these school visits included:

- Short introductory sessions;
- Condensed periods of observations of students engaged in instruction or assessment activities; and
- Meetings with vocational teachers, guidance counselors, assessment personnel, and administrators.

In addition to the school visits, we engaged in three additional field test site activities which provided us with an opportunity for analysis and evaluation of the broad scope of procedures and strategies we targeted. These efforts included:

5) School of Occupational and Educational Studies
Graduate Seminar
Colorado State University
Ft. Collins, Colorado

Chief Contact Person:
Ms. Jean Lehmann, Professor
Phone: 303-491-5169
FAX: 303-491-7204

Our suggested strategies and techniques were included as discussion topics for several weeks in the curriculum of a post-graduate seminar, and evaluation forms documented the students' impressions for inclusion in our field tests.

6) El Camino Community College
Bilingual Vocational Instructors Training Program
Torrance, California
Chief Contact Person:
Ms. Laura Franklin, Director
Phone: 310-715-7830
FAX: 310-715-3378

El Camino Community College serves as the coordinating office for a federally funded Bilingual Vocational Instructors Training Program (BVIT) that involves several community colleges throughout the state of California. Our suggested strategies and techniques were shared with several BVIT program participants and evaluation forms documented their impressions for inclusion in our field tests.

7) Special Needs/National Association of Vocational Assessment in Education
American Vocational Association National Conference
Nashville, Tennessee

Ms. Kristin Fiske, Crosspaths Management Systems, Inc.'s Assistant Project Manager, gave a presentation on our suggested strategies and techniques to the Special Needs/National Association of Vocational Assessment in Education (NAVAE), December 3 - 6, 1993, during the national convention of the American Vocational Association. In addition to sharing our findings, Ms. Fiske used this occasion to network with other educators who provided very helpful feedback and constructive suggestions about our targeted assessment modifications.

INTRODUCTION

> **"The assessments that count -- the assessments that most strongly influence student learning and academic self-concept -- are those developed and used by teachers in the classroom. Teachers want and need help with these assessments. They must have it."**
>
> **Richard J. Stiggins,(1988, p. 368)**

ACCURATE and **COMPREHENSIVE** assessment is an essential element in developing the education, skills, and critical learning capabilities of your students. **APPROPRIATE** assessment strategies are probably the most important tools you have to ensure your students a gateway to personal and professional development.

They also serve as the benchmark for accountability and measurement of progress. Schools and many other institutions in American society rely on test performance for a variety of indicators.

Assessment can be more **ACCURATE, COMPREHENSIVE** and **APPROPRIATE** within the vocational education setting when strategies foster a communal effort to see what best works for the student. While this is the goal with all students, it is especially critical for the authentic assessment of limited English proficient (LEP) students.

More **ACCURATE**, **COMPREHENSIVE** and **APPROPRIATE** assessment can:

- Ensure LEP learners equal access into programs.
- Imbed assessment in the curriculum as an integral, formative activity.
- Provide vocational LEP learners quality academic instruction and skills development.
- Prepare LEP learners for the demands of the workplace of the 21st century.
- Enable all individuals to pursue their full personal potential and development.

This Handbook is designed to contribute useful tools to accomplish this mission. After familiarizing you with some basic terminology in **Chapter 3, "Glossary"**, and providing some assessment fundamentals and general helpful hints in **Chapter 4, "Understanding the Purpose of Assessment"**, we highlight the following promising authentic assessment strategies and techniques:

Chapter 5 - Interviews

Chapter 6 - CLOZE Formats

Chapter 7 - Rating Scales

Chapter 8 - Portfolios

Chapter 9 - Projects

In addition, we include **Chapter 10, "Standardized Tests"**, which shares helpful hints on:

- How to know if a standardized test is right for you and your LEP students.
- How to make the most of a standardized test.

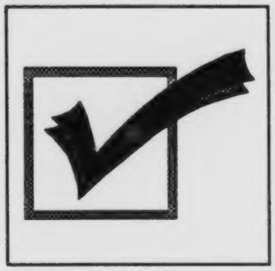
In order to provide the information in a quick and easy format, we designed all Chapters to answer four basic questions:

WHAT?

Defines the strategy

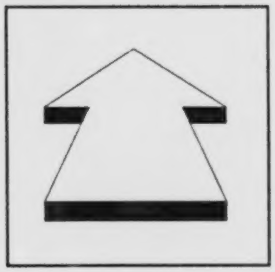
WHY?

Puts the strategy in an understandable context



HOW?

Describes steps to implement the strategy



WHERE?

Directs you to individual and organizational contacts, and additional written information.

Also, throughout the Handbook, we use the symbol ☞, which indicates where more detailed information, additional illustrations and examples of a particular practice can be found.

The Handbook

WHAT?

This Handbook presents the findings of a research and development project, funded by the U.S. Department of Education, which studied vocational student assessment practices and their impact on LEP individuals. As a result of our research, this resource guide shares promising assessment strategies which may enable you to achieve more accurate assessment results for your program and student population. The strategies and techniques described are intended to assist in the implementation of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, (P.L. 101-392).

This Handbook **IS NOT:**

- A Quick Fix
- The Silver Bullet
- A Definitive Digest Of Vocational Student Assessment Procedures
- A Commercial Assessment Instrument
- Exciting Leisure Reading !!!

BUT → → →

This Handbook IS a guide you can use to find some answers to:

WHAT is happening in the field of assessment and vocational education? What are practitioners doing to try to cope with all the changes that are occurring? What can be done to better meet the needs and show the strengths of your students, especially when their English fluency might be limited?

WHY is there a need to reexamine how we assess students? Why changes have already occurred in the field, and why more need to happen? Why do some strategies seem to work and others don't?

HOW can you better understand and implement strategies that can keep pace with the changes? How can you use assessment to design services to insure full participation, making it a diagnostic resource for exploring opportunities rather than a label for closing doors? How can you establish an on-going assessment process for your students, not just a first stab for placing people (often a euphemism for "dumping"), a grand finale for compiling evaluation statistics?

WHERE can you find more information about the ideas and strategies introduced in this Handbook? Where can you go to get a more complete picture, through the written word and through other practitioners or pertinent organizations?

WHY?

There is widespread national concern among governmental policy makers, leaders in the business and labor communities, educators, and others from all sectors, about our country's ability to compete economically in the international arena. As the Perkins Act states, educators must now look to ". . . concentrating resources on improving educational programs leading to academic and occupational skills competencies needed to work in a technologically advanced society".

In order to compete fully in the expanding global economy, the United States must maintain a highly skilled, and retrainable workforce. The jobs of the future will require **ALL** of our workers to have:

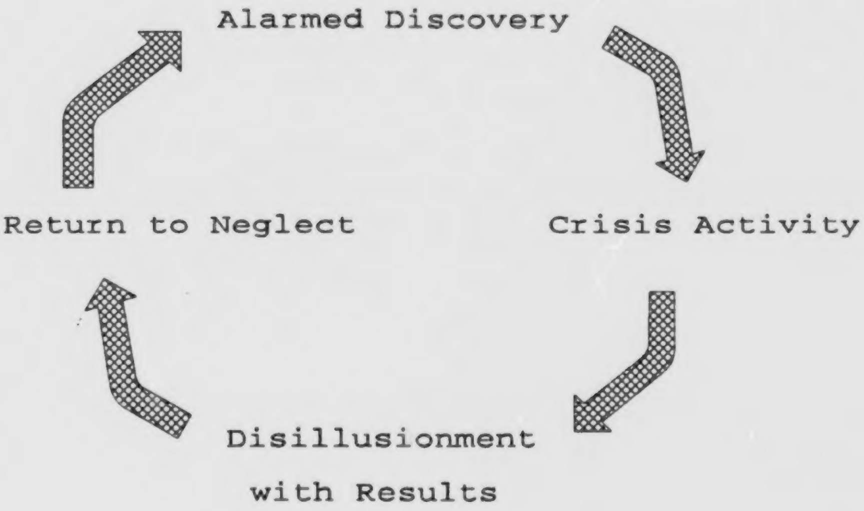
- Strong basic skills
- Transferable technical skills
- Higher order thinking skills

As a result, the Perkins Act requires vocational education programs to make improvements with particular emphasis on the needs and requirements of special populations which have traditionally been disadvantaged and under served by education and training programs. This includes persons who require alternative or additional resources, programs, and services in order to receive the full range of quality vocational education programs and services, such as limited English proficient individuals.

It is the intent of federal policy to foster changes in assessment that will break past cycles of neglect and disillusionment.

Assessment:

Can We Break The Proverbial Policy Cycle?


Alarmed Discovery
Crisis Activity
Disillusionment with Results
Return to Neglect

This Handbook will hopefully provide you with an arsenal of promising teacher-student driven authentic evaluation and assessment tools to break this cycle. The suggestions are intended to provide you with strategies and techniques to help LEP students reach their full personal potential and to become productive workforce participants and contributors.

HOW?

The methodology used to produce this Handbook included:

- In-depth literature review of assessment practices with emphasis on those applicable to vocational education programs;
- Informal, wide-ranging discussions and sharing of information with practitioners, researchers, and policy makers;
- On-site visits to select secondary and post-secondary vocational education, bilingual, and training programs around the country;

  ☞ **Preface, Chapter 1, pages 4-6**

- Sharing of impressions and ideas with vocational educators at national conferences, and through presentations with small groups of educators in other settings; and
- Assistance of an Advisory Working Group,

  ☞ **Preface, Chapter 1, pages 2-3**

  who provided much appreciated input on programmatic, research, development and evaluation issues associated with the assessment strategies and techniques we reviewed.

Conducted October, 1992 - March, 1994, our efforts found two broad problems in present assessment practices. They often are:

(1) Incomplete; they do not touch on all areas which should be assessed or they do not allow for full expression of the capabilities and needs of the student; and

(2) Inappropriate; they do not measure what is really needed or what is relevant to the student.

Our literature review, discussions with practitioners in the field, and insights gained from visits to testing centers and classrooms confirmed that the great majority of vocational educators see the value of having more complete and appropriate ways to assess LEP students. The need is definitely there and growing.

What seems to be missing is a clearinghouse which documents the strategies and techniques that are effectively working or are in the testing and development stages and hold promise to more accurately assess LEP individuals.

This Handbook will hopefully contribute to filling that void and provide the catalyst for broad dissemination of potentially useful classroom assessment strategies.

WHERE?

Clearinghouses and Technical Assistance Agencies

Center on Education and Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
1-800-848-4815
Formerly the National Center for Research in Vocational Education

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210
1-800-848-4815
A national information system that identifies, selects, processes, and disseminates information on education. Services include microfiche or paper copies of materials, reviews and synthesis papers, and computer searches.

ERIC Clearinghouse on Language and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 429-9292
Provides resources to enrich classroom lessons, support research projects, develop language programs, and provide information on research and practice to educators. Publications and services include mini-bibliographies, Questions & Answers, ERIC Digests, ERIC/CLL News Bulletins, tailored computer searches, special ERIC/CLL publications, and workshop training on ERIC.

Intercultural Development Research Association
5835 Callaghan, Suite #350
San Antonio, TX 78228-1190
(512) 684-8180
Non-profit research and public education organization working toward eliminating obstacles that minority, economically disadvantaged, and LEP students encounter in schools.

National Center for Research in Vocational Education (NCRVE)
1995 University Ave., Suite #375
Berkeley, CA 94704-1058
(415) 642-4004
Funded by the U.S. Department of Education Office of Vocational and Adult Education to research issues in the field of vocational education.

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd Street, N.W.
Washington, D.C. 20037
1-800-321-NCBE
(202) 467-0867
Funded by the U.S. Department of Education Office of Bilingual Education and Minority Language Affairs, NCBE performs a number of clearinghouse activities on issues of relevance to bilingual education. Some of these activities include conducting needs assessment activities in addition to producing and disseminating monographs on various subjects and other products.

National Tech Prep Clearinghouse of Resources
National Network for Curriculum Coordination for
Voc/Tech Education (NNCCVTE), East Central Region
Sangamon State University, K-80
Springfield, IL 62794-9243
Rebecca Douglass-Woodhall, Director
Phone: (217) 786-6173
Fax: (217) 786-6036
Committed to sharing information, curriculum, and resources to assist in implementing Tech Prep programs defined in the Carl D. Perkins Vocational and Applied Technology Education Act, the Clearinghouse provides promotional samples, orientation videotapes, state definitions and guidelines, speeches and presentations, curricular planning models, articulation agreements, and academic integration curriculum.

The Clearinghouse maintains state and local contacts and speaker referrals. It is coordinated with the National Center for Research in Vocational Education, University of California at Berkeley; Center for Occupational Research and Development; Tech Prep Consortium; and U.S. Department of Labor.

The Center
(formerly) Northwest Educational Cooperative (NEC)
Bilingual Vocational, ESL, and Adult Education Resource Center
1855 Mt. Prospect Road
Des Plaines, IL 60018
(708) 803-3535
Publicly funded organization for promoting and disseminating educational materials.

Office for Special Populations - (Formerly Technical Assistance for Special Populations Program, TASPP)
University of Illinois
338 Education Building
1310 S. Sixth Street
Champaign, IL 61820
(217) 333-0807
Organization of NCRVE dedicated to educational issues of special populations, which include limited English proficient individuals.

National Network for Curriculum Coordination in Vocational and Technical Education

The following six centers offer a variety of curriculum related services which include: collecting and disseminating curriculum related information and instructional products; providing library lending services; responding to requests for materials and information; providing information for Vocational Education Curriculum Materials (VECM) database; conducting VECM searches, and providing technical assistance and inservice training.

East Central Curriculum Network
Illinois Vocational Curriculum Center (INVCC)
K-80
Sangamon State University
Springfield, IL 62794
(217) 786-6375

Northeast Network for Curriculum Coordination
New Jersey State Department of Education
Division of Vocational Education
Crest Way
Aberdeen, NJ 07747
(908) 290-1900

Western Curriculum Coordination Center
University of Hawaii at Manoa
1776 University Avenue, Wist 216
Honolulu, HI 96844
(808) 956-7834

Midwest Curriculum Coordination Center
Oklahoma Department of Vocational and Technical Education
1500 West 7th Avenue
Stillwater, OK 74074-4363
(405) 377-2000

Northwest Curriculum Coordination Center
Clover Park Technical College
4500 Steilacoom Boulevard, SW
Takoma, WA 98499-4098
(206) 589-5764

Southeastern Curriculum Coordination Center
Mississippi State University (MSU)
P.O. Drawer Research and Curriculum Unit DX
Mississippi State, MS 39762
(601) 325-2510

Select OBEMLA Multifunctional Resource Centers

University of Oklahoma
Division of Continuing Education and Public Affairs
535 Constitution Avenue
Norman, Oklahoma 73037
(405) 325-1711
MRC Director: Hai Tran
Special Information Area: Counseling for LEP Students

Interface Network, Inc.
4800 Southwest Griffith Drive
Suite 202
Beaverton, OR 97005
(503) 644-5741
MRC Director: Esther Puentes
Special Information Area: Career Education Programs for LEP Students.

ARC Associates, Inc.
310 Eighth Street
Suite 311
Oakland, CA 94607
(415) 834-9455
MRC Director: Sau Lim Tsang
Special Information Area: Bilingual Education for New Immigrant/Refugee LEP Students.

Interface Network, Inc.
3650 Lake Otis Parkway
Suite 102
Anchorage, Alaska, 99501
(907) 563-7787
MRC Director: Richard Littlebear
Special Information Area: Bilingual Vocational Education

Relevant Studies on Limited English Proficient Students in Vocational Education

American Vocational Association, The Carl D. Perkins Vocational and Applied Technology Act of 1990:The Final Regulations, (1992). Alexandria, Virginia: Author.

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GLOSSARY OF TERMS

ACCESS ASSESSMENT	Evaluation process that is used to determine entry into a class or program, as well as the level of entry.
ACCULTURATION	A process of intercultural borrowing between diverse peoples resulting in new and blended patterns; acquiring the culture of the society one lives in.
APTITUDE	Capacity, inclination for learning.
ASSESSMENT	The process of "sitting beside", putting a value on an activity and learning experience.
ASSIMILATING	Absorbing the cultural tradition of a population or group.
AUTHENTIC ASSESSMENT	Assessment that relies on real-life, active applications of knowledge to get more accurate and relevant results; closely integrated with instruction and element of self-assessment.
BVIT	Bilingual Vocational Instructors Training

BVT	Bilingual Vocational Training
CHECKLIST	A guide to follow for quickly seeing whether something has been done or not.
CLASSIC CLOZE	The most common form of the CLOZE test; presents text with every few words randomly deleted.
CLOZE	An assessment technique which alters a written text by deleting words and calls on the reader's comprehension processing to put the text back into its correct form.
CLOZE ELIDE	Also known as the "CLOZE-edit" or "intrusive word technique"; a form of the CLOZE test that alters a given text by inserting extraneous words.
COGNITION	The act or process of knowing, including both awareness and judgement.
COMPETENCY-BASED ASSESSMENT	Assessment that gives results in terms of the degree of accomplishment of stated objectives.

CONTINUUM	An uninterrupted ordered sequence.
CRITERION	A standard on which a judgment or decision can be based.
CRITERION-BASED ASSESSMENT	Assessment that measures a person's performance in reference to established, carefully defined standards.
C-TAP	Career-Technical Assessment Project, an assessment project of the California Department of Education.
C TEST	A format of the CLOZE test which deletes the last part of every other word.
CURRICULUM-BASED ASSESSMENT	An on-going evaluation of a student's progress towards the objectives of a specific course curriculum.
DEMOGRAPHICS	The statistical description of populations. For this Handbook, demographics specifically refers to the ethnic, racial, and cultural characteristics of populations.

DIRECT ASSESSMENT	Assessment that is designed to answer specific, practical, and immediate questions. The student carries out steps to demonstrate a skill, and the teacher observes and rates how the student is performing.
ESL	English as a Second Language. Refers to a program that teaches English to persons whose native language is not English.
EXCELLENCE	Surpassing in accomplishment or achievement. In this Handbook, used to define "an institution where all people help others become something more than they ever hoped to be."
EXIT ASSESSMENT	Evaluation process used to determine if a student has successfully completed the requirements of a particular program.
GESTALT	School of psychology which studies perception and behavior; refers to the theory that the human brain naturally works to define a unified whole, a patterned configuration that has been placed together.

GRAPHIC RATING	A linear representation of choices that suggests a continuum with equal intervals.
INDIRECT ASSESSMENT	Assessment that is done through the typical pencil and paper, multiple choice type of tests. It gives results from which you can infer whether or not a student would actually be able to perform if faced with certain tasks.
INTERVIEWS	A form of assessment that is a direct manner for gathering important information; usually refers to a meeting at which information is obtained from another person through a two-way communication process.
LEP	Limited English proficient individual; a person whose native language is not English, and who has yet to master English fluency.
METACOGNITION	The process of self-monitoring, being able to objectively see and judge one's self in relation to learning.

NORM-REFERENCED TESTS	Tests that give scores that can be compared to how a studied group normally performs on the tests. They show if the test taker performs above the average or below the average of what other people have usually done on the same test.
NUMERICAL RATINGS	Measuring how well a task or behavior is being done on a continuum of possible levels, using numbers to signify the various ranges of possibilities.
OBEMLA	Office of Bilingual Education and Minority Language Affairs, a division of the U.S. Department of Education.
ON-GOING ASSESSMENT	Evaluation that is used throughout various stages of a program to determine the progressive levels of a student's achievement and knowledge being gained.
PERFORMANCE ASSESSMENT	Evaluates the student's ability to apply skills that closely approximate those used in real life. Students demonstrate competencies by performing tasks through procedures that are practical applications of knowledge.

PERKINS ACT	The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (Public Law 101-392), the federal law which authorizes vocational education programs nationwide.
PORTFOLIOS	An assessment/teaching technique that is an assembly of products which demonstrate a learned process that has led to acquired skills over a period of time.
PROCESSFOLIO	What some people call a portfolio in order to emphasize the importance of showing growth and development through a collection of work.
PROJECTS	An approach for assessing a student's on-going progress and acquired skills; usually refers to students performing specific tasks which lead to a finished product.
RATING SCALE	Indicates how well a task or behavior is being done on a continuum of possible levels. It marks at what stage, or to what degree, something is being done, giving depth to the information that can be gathered through this assessment technique.

RATIONAL DELETION	A form of the CLOZE test which deletes from a written text words central to the concept being targeted for assessment.
RELIABILITY	The extent to which a test statistically yields the same results on repeated trials.
SCANS	SCANS, the Secretary's Commission on Achieving Necessary Skills, is the acronym for U.S. Department of Labor funded studies of the late 1980s. The appointed Commission members, representing educators, business-people, labor leaders and others, researched the education and skills of workers and called for a better prepared workforce for the 21st century.
SHADOWING	An experiential job assessment strategy that allows a student to observe a worker doing his/her job duties in the workplace; can also be used to evaluate classroom courses through observing students and teachers.
SITUATIONAL ASSESSMENT	The ultimate in "hands-on" assessment, where a student is in an actual work or training setting for the express purpose of assessing an individual's interests, abilities and needs.

STANDARDIZED TESTS	Tests which are based on a systematic sampling of behavior, have data on reliability and validity, and are administered and scored according to specific instructions.
VALIDITY	Refers to whether or not a test actually measures what it intends to measure.
VESL	Vocational English as a Second Language.
VOCATIONAL ASSESSMENT	A more traditional, pencil and paper approach, emphasizing verbal cues and content, to gather information to help a student make appropriate vocational choices and be able to realize them.
VOCATIONAL EVALUATION	A hands-on, experiential approach, using work-related activities to gather information to help a student make appropriate vocational choices and be able to realize them.

ASSESSMENT

WHAT ?

> "Clear definitions are necessary in discussing and describing vocational assessment...Unfortunately, however, no consensus is apparent in the literature."
>
> - Peterson, 1988, p.1

To see what is really meant by "assessment", we should strip away the added trappings that have been hung on the word. Let's get back to the basics and take it from what originated the whole concept in the first place. If we can understand where the idea actually came from and what it was meant to be, then maybe we can better understand where it can lead us.

TO ASSESS....

- comes from the Latin word meaning "to sit beside", and referred to proximity in a judge's office. In other words, you are physically close to someone who is making a judgement about others.

- is "to appraise", an evolution from the old French word for "to prize" and the Latin word for "to learn". In other words, you are putting a high, positive value on an activity that was conceived as a learning experience.

Seeing the origins of the word "to assess" shows clearly that the process **was intended to be a positive learning experience, getting something of value on a personal, first hand basis.** It is also clear how much of that original meaning has been lost by our modernized, fast paced, and mass produced assessment techniques.

WHAT Are the Different Types of Assessment?

Part of the reason there are so many definitions of assessment is that there are so many different types. Some overlap, with maybe just one small variant feature creating a whole new name for a rehashed idea. Some represent opposite ends of the spectrum, reflecting polar points of view about the purpose of assessment.

In our explanations that follow, we define assessment practices that represent the whole continuum.

Vocational Assessment ... Vocational Evaluation

Some people see **"vocational evaluation"** as an extension rather than an alternative to **"vocational assessment"**. The struggle to make a distinction between the two approaches is a leading example of how the field needs a clearer understanding of what assessment should cover.

Vocational Assessment is a gathering of information to help a student make appropriate vocational choices and be able to realize them. The way that it is usually conducted is also increasingly being referred to as the "traditional", old way of measuring a person's performance and potential in vocational programs.

The regular routine usually consists of pencil and paper tests covering "aptitudes", achievement, interests, etc. The emphasis is definitely on verbal cues and content, leading to one conclusion or answer; in other words, calling on functions performed by the **left brain** hemisphere.

Vocational Evaluation is a more "hands-on", experiential approach to assessment. Using work-related activities as the main basis for the assessment process, it calls more on the **right brain** hemisphere for responding.

Indirect Assessment ... Direct Assessment

These are two diametrically opposite approaches to assessment, but not necessarily mutually exclusive ones. In fact, ideally the assessment process should combine tools from both, with careful and cautious interpretation done in each case.

As in the preceding examples of Vocational Assessment and Vocational Evaluation, we lead with the side of the spectrum that is the most traditional.

Indirect Assessment is done through the typical pencil and paper, multiple choice type of tests. Students select answers from given possibilities. It gives results from which you can **infer** whether or not a student would possibly be able to perform certain tasks.

In other words, **indirect assessment** methods yield **indications** about potential performance.

Direct Assessment is designed to answer specific, practical, and immediate questions. This process does that through directly assessing a skill or task while the student actually performs or demonstrates it.

In other words, **direct assessment** has the **student and the teacher** actively **doing** things. The student is carrying out steps to demonstrate a skill, and the teacher is observing and rating how the student is performing.

The example given in Hoachlander's handbook (1992) clearly illustrates the difference in these two approaches to assessment.

Let's say that you want to assess an aspect of a student's auto mechanics skills:

- **Direct Assessment:** Have the student actually change the oil in a car. You would be directly determining whether or not the student can perform the specified task.

- **Indirect Assessment:** Have the student answer multiple choice questions about the procedures involved in changing the oil in a car. The score the student receives on the written test would indicate whether or not the student could possibly perform the task.

WHAT Are Some of the Forms That Direct Assessment Can Take?

Many of the terms that are becoming so popular when referring to assessment stem from refining what is involved in Direct Assessment. The drive towards a more real and relevant direct assessment process has created a bandwagon movement with a possibility of models. Some of the more prevalent offsprings of direct assessment are:

Curriculum-Based Assessment

Curriculum-based assessment is an on-going evaluation of a student's progress towards the objectives of a specific course curriculum. It uses the class material to be learned as the basis for determining the degree to which it has been learned. It relates assessment information directly to instructional tools, giving both student and teacher continuous feedback on what has and has not been mastered in the classroom.

Performance-Based Assessment

Performance-Based Assessment evaluates the student's ability to apply skills that closely approximate those used in real life. Students demonstrate competencies by performing tasks through two possible procedures:

1) The tasks are broken down into many small steps and students are graded on ability to perform each small step, or

2) The tasks are complex ones that can be approached in a variety of ways and are typically scored holistically.

Examples of Performance-based Assessment:

- NOCTI (National Occupational Competency Testing Institute) Cabinet-Making Test
- experiments
- essays

Authentic Assessment

Authentic Assessment takes performance assessment onto another level. It involves performing tasks that cover a wide range of activities, extend over time, and include self-assessment. The assessment tasks are closely integrated with instruction, and, in the case of vocational education, an integration of academic and vocational problem-solving skills. As one proponent said:

> **"In this approach, assessment drives instruction, and instruction drives assessment, much the way the front and rear axles impel one another in a vehicle with four-wheel drive."**
> - Maeroff, 1991, p. 275

Examples of Authentic Assessment:

- writing reports
- designing and constructing a mock-up
- assembling a portfolio

Situational Assessment

Situational Assessment is the ultimate in "hands-on" assessment, situating the student in an actual work and/or training setting for the express purpose of assessing an individual's interests, abilities, and needs. For LEP students, this offers the added advantage of employment exposure and possibilities, of taking another step in the acculturation process needed to fully function in an American workplace.

WHAT Areas Should Be Explored in The Assessment Process?

What you assess is determined by what you want to know about a student. From the vocational education perspective, that means knowledge about how students can grow through an educational training program that

- responds to a student's needs;
- taps a student's strengths; and
- enables a student to function at full capacity in a flexible workforce.

In assessing LEP students, there can be so many unknowns or things unfamiliar to you and the student, that the process involves more than what you **want** to know.

It's also what you **need** to know.

Studies of the changing workforce have shown what is needed for full employability possibilities.

☞ **Pages 8-11 of this Chapter give a synopsis of these studies.**

When the demands of the modern workforce are examined and connected to the particular cultural/linguistic dimensions of LEP individuals, the foundation components of a vocational assessment process emerge as:

- **Basic Academic Skills** (Reading, Writing and Mathematics in both English and native language).
- **Oral Communication Skills** (Listening and Speaking in both English and native language).
- **Occupational Skills, Aptitudes, and Knowledge** (Includes not only prior job knowledge and skills, but also career awareness and job seeking skills in this country).
- **Flexibility/Adaptability** (Initiative, motivation, and in the case of immigrant LEP persons, the level of acculturation into American workplace and expectations).
- **Self-Management and Self-Awareness** (Metacognition, including interests, learning styles, and organizational skills, such as setting goals, fulfilling deadlines, etc.).
- **Interpersonal Skills** (Teamwork, appropriate behavior in different professional/social situations, which can be very culture-based activities difficult for immigrant LEP students).
- **Problem Solving Skills**
- **Special Needs** (Financial, situational, linguistic, etc.).

WHY ?

> **" Age and experience teach us that life doesn't present itself in a series of five multiple choices."**
>
> \- Alan Wurtzel, CEO Circuit City Stores

Interest in innovation and reform tends to rise with public anxiety about the nation's schools. In vocational education, the interest and anxiety come from a double whammy source of concern. Vocational education is part of a whole educational system that has "a nation at risk" **AND** it is precisely the part of the system that is supposed to directly address the crisis of an inadequately prepared workforce.

WHY We Need to Change the "Old" Assessment Mind Set

I. Changing Workforce Demands

Schools, businesses, government, and research organizations are calling for a better prepared workforce. During the early development work on this Handbook, we reviewed some of the prominent studies that examined the "essential elements" needed to maintain a competitive edge. We then synthesized the points of convergence into what seemed to represent a common core of skills. Selected sources felt to be the most relevant and representative were:

- American Society for Training and Development: America and the New Economy, by Anthony Carnevale;

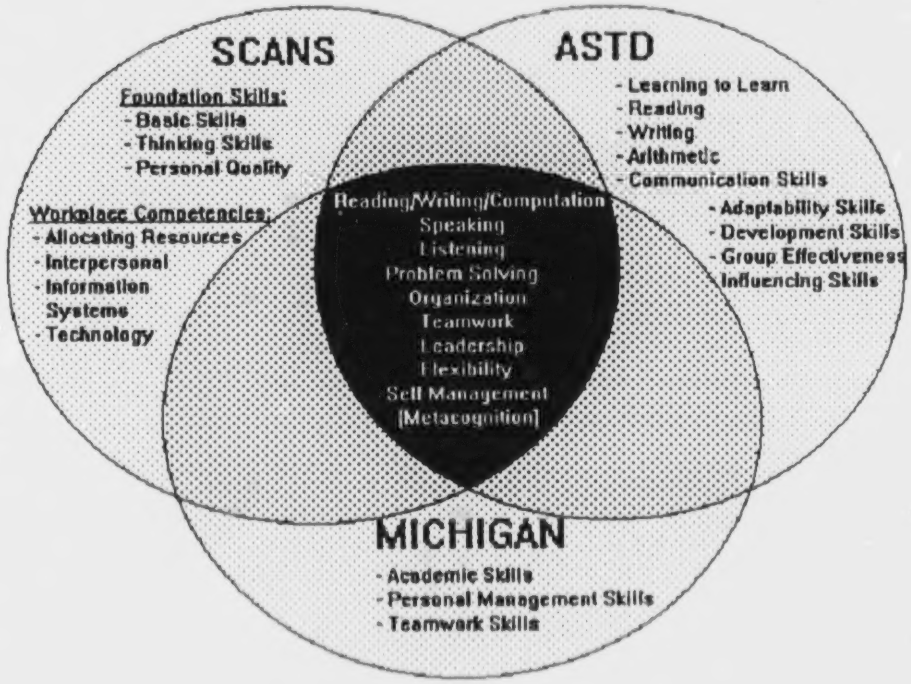
- SCANS: Learning a Living: A Blueprint for High Performance; and

- Experiences of school systems in the state of Michigan and in Ft.Worth, Texas.

The following graphic shows the results of our analysis, with the shaded points of integration forming a common core of skills. They are the areas of convergence seen as the common denominators for building a better workforce. They also encompass the same components of the vocational assessment process we discussed earlier in this chapter.

☞ Page 7 of this Chapter

Common Core of Skills


SCANS
Foundation Skills:
- Basic Skills
- Thinking Skills
- Personal Quality
Workplace Competencies:
- Allocating Resources
- Interpersonal
- Information Systems
- Technology
ASTD
- Learning to Learn
- Reading
- Writing
- Arithmetic
- Communication Skills
- Adaptability Skills
- Development Skills
- Group Effectiveness
- Influencing Skills
Reading/Writing/Computation
Speaking
Listening
Problem Solving
Organization
Teamwork
Leadership
Flexibility
Self Management
[Metacognition]
MICHIGAN
- Academic Skills
- Personal Management Skills
- Teamwork Skills

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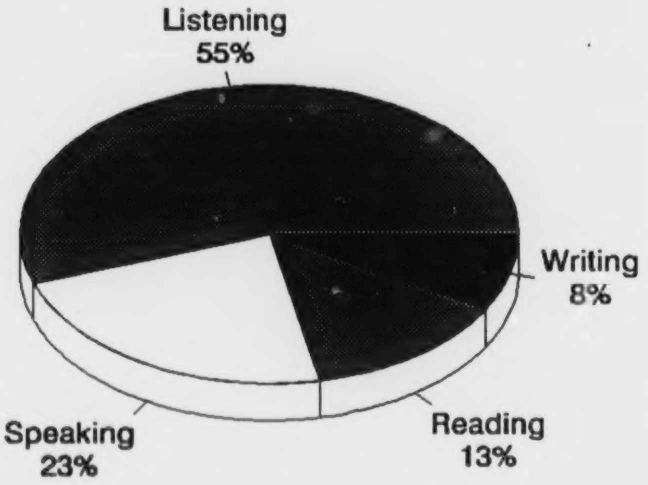
If an educational program is to enable students to succeed in the changing world outside the classroom, instruction must also change the dynamics and particulars of what is taught and experienced. And, assessment is an integral aspect of instruction.

When it comes to instructing LEP students in highly demanded communication skills, it is useful for teachers to see what aspects of the complex process are required in the "average" job in America, and to what degree.

Communication on the Job

Breakdown of Essential Skills

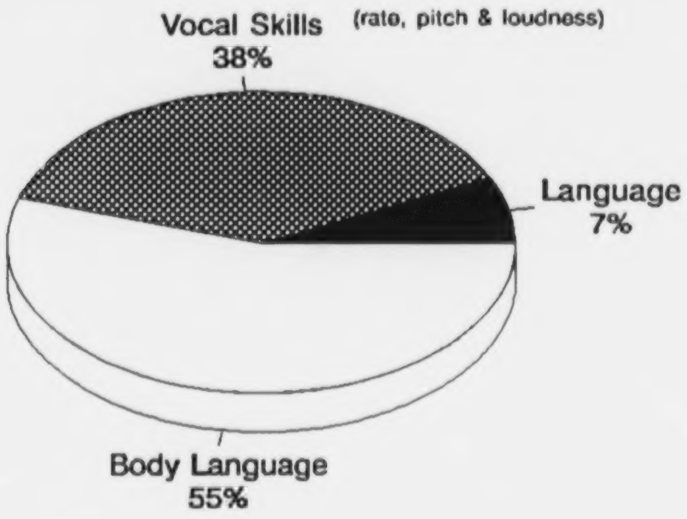


Source: Carnevale, ASTD, 1991

Notice in the preceding pie chart that speaking is almost one-fourth of a working day's communication needs. But also notice in the following chart how the spoken message is transmitted through a complex and culturally determined process. Learning just the proper words isn't the essential key to oral understanding.

Speaking Skills Needed for Work

How Spoken Information is Transmitted



Source: A. Carnavale, ASTD, 1991

II. Changing Demographics

The results of the 1990 Census show the changing population realities the country is experiencing on the job and at home:

- During the 1990s, over 40% of new entrants into the work force will be minorities.

- Almost two-thirds of the new entrants into the work force from now until the year 2000 will be women.

- It is estimated that by the year 2000, there will be approximately 17.4 million LEP individuals in the U.S. This will be a 32% increase since 1980 versus a 17% increase in the general population.

- The just cited figure of 17.4 million is a very rough estimate, since states differ in their definitions of what constitutes "limited English proficiency." A clearer number comes from answers to the question of how many people live in homes where another language is spoken.

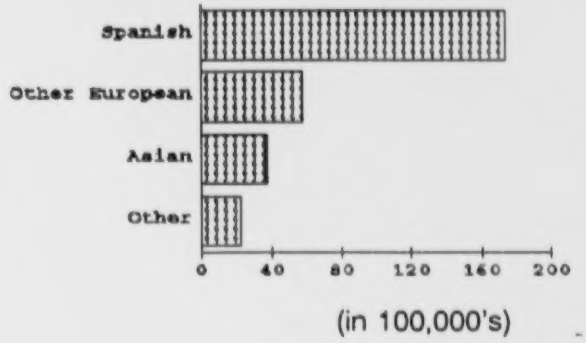
  The 1990 Census found that 32 million people in the U.S. speak a language other than English at home. This is an increase of 38% since 1980.

- The number of LEP people in the U.S. will increase by 1 million a year. This increase will not come mainly from immigrants, but rather from people born in the U.S. within LEP families.

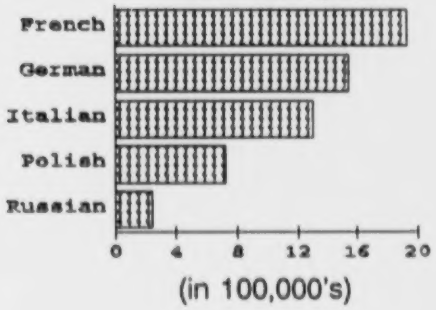
- An even more recent study showed that in 1991, the largest and fastest group of legal immigrants came from countries formerly part of the USSR (Chisman et.al., 1993).

Native Spanish speakers from various countries make up 60% of the LEP population, but there are a wide range of other languages represented as well. Here you can see a graph of the most prevalent languages other than English spoken in U.S. households. The numbers used are from the 1990 Census survey.

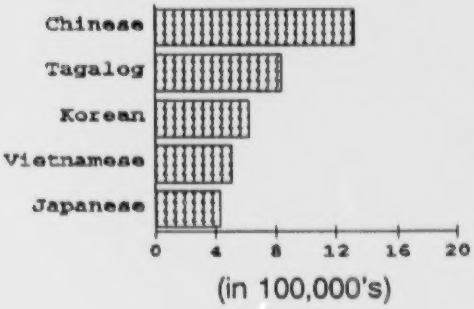
Population of Language Minority Groups



Other European



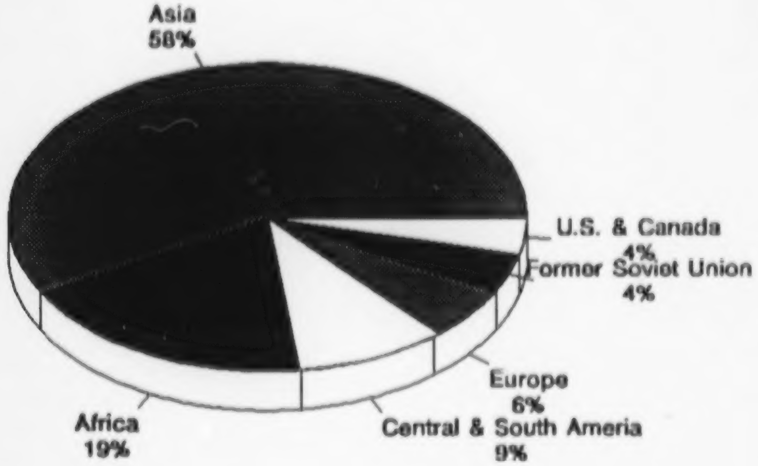
Asian



With the daily realities of "global communications" and a "global economy" making us aware of how the world is becoming increasingly interrelated, it is important to put the concepts of language "minority" and "foreigners" into perspective. The world is rapidly changing and Americans must view themselves in the appropriate and more realistic context of the "global community."

Changing Demographics

Projected Population for the Year 2025



Source: The World Resources Institute, 1990.

III. Cognitive Research Changing Our Understanding of How We Learn

Looking at the U.S. as part of a global, growing community gives another reason why the old "assessment mind-set" must be changed. Cognitive science researchers call it "cognition"; educators with common sense who have been in the classroom observing how students learn differently could call it "wake up and smell the coffee".

Anyone interested in the different ways that a person learns is always asking questions such as:

- How does the mind take in information?
- What does the mind do with the information once it is there?
- How does the memory store it?
- What makes us able to apply and amplify that which we have stored?
- And why does it differ so much from student to student?

The person asking those questions knows that the answers don't come in neat packets of tests, made in America.

Yet, a big part of the traditional assessment mind-set is a measurement mentality, a belief that tests can quantify the concepts in learning into exact, static numbers.

This measurement mentality transforms students into passive measuring cups. It makes us look at learners as pre-constructed receptacles into which we can merely pour knowledge. Assessment becomes quick looks to see if we have put enough contents to reach the prescribed amount, and when we reach a certain level, decide that we have a completed product.

That simplistic measurement approach produces even more questionable results within the reality of the world being a global community.

For example, the United States is one of the very few places on the entire planet that still uses the awkward and arbitrarily determined non-metric system. If a measuring cup is made abroad for international use, it uses grams, not ounces.

Trying to use our parochial cup in our little corner as we have always done creates confusion and misleading results.

Our students are increasingly international; companies and life styles have expanded around the globe. We must meet these changes directly. The way we assess our students should incorporate change and we should follow "The Big Picture".

WHY The Teacher Is So Important in The New Assessment Approaches and Educational Process

The 1990 Perkins Act changed the way vocational education programs get their funding and make decisions. Many see the Act as another example of how policy making is getting pushed more towards the local level, closer to the people actually involved.

There are predictions and increasing evidence that the real changes in education will come

NOT from the Capitol,

NOT from the Courthouse,

NOT from the City Hall,

BUT FROM THE CLASSROOM.

This **"trend towards the teacher"** was verified in a study of the many new assessment instruments emerging in response to the educational, economic, technological and social changes taking place. Of the hundreds of different ways being developed to try to more accurately assess the learning process and potential of students, three common features were found to distinguish the most promising ones. (Chittenden, 1991).

The following graphic lists the three common features the survey found to be distinctive of the majority of the good assessment techniques being newly developed. Notice that two out of the three common denominators lead the process:

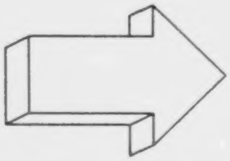
DIRECTLY To The TEACHER

1991 Survey of Varying Attempts at Reorienting Assessment Found 3 Common Features

1. Capitalize on actual work of the classroom

2. Enhance teacher and student involvement in evaluation

3. Meet some of the accountability concerns of the district



TEACHER

the "Front Line Manager"

The results of new assessment approaches pointing the responsibility towards the teacher probably won't surprise teachers who have stopped to think how they spend their time in the classroom. Grading papers, making tests, orally questioning students, physically observing and analyzing how students respond are pieces of the assessment process that are standard parts of a teacher's day.

We can put those activities into statistical percentages based on a nationwide study that was done by researchers actually going into classrooms (Stiggins, 1988).

A Teacher's Time In The Classroom

- A teacher makes an interactive, evaluative decision every 2 minutes.
- An average of 30% of a teacher's time is spent directly in assessment activities.

You just saw a graphic showing how much of a teacher's time in the classroom is spent on assessing students in some form or another. The same study that proved that teachers spend a sizable percentage of their time with assessment activities also asked the teachers how they learned the assessment strategies they use. The **key sources of assessment information cited by teachers** were:

- other colleagues.
- their own experiences as students.

They almost never cited teacher training.

The study then looked at teacher training programs and confirmed a rather unsettling reality with regards to teaching teachers how to assess:

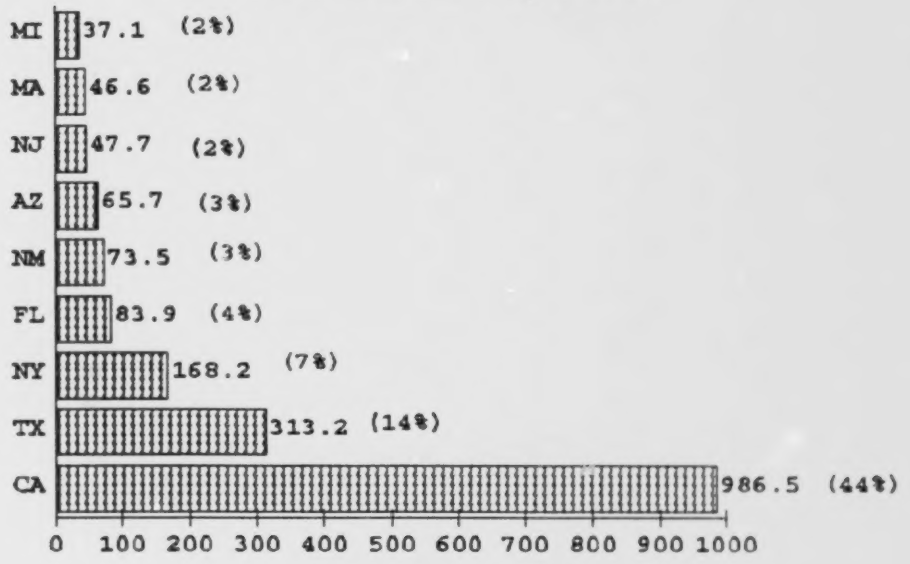
- Most teacher training programs don't require a course in educational measurement for graduation.
- Many teacher training programs don't even offer a course on assessment.
- If a program does offer a course on assessment, it is usually just one of statistical analysis to understand pencil and paper, standardized tests.

In other words, when teachers are being taught how to teach, daily assessment techniques are largely ignored.

Teachers and LEP Students

When it comes to teachers having the guidance and preparation needed to know how to evaluate the differences in dealing with LEP students, the situation gets even more frustrating and overwhelming for many. In global numbers, this graph shows the statistics on states with the greatest number of LEP populations.

State-by-State
Estimated LEP Populations



(figures in thousands)

(Source: U.S. Department of Education, 1992.)

In a closer-to-home study, the National Association for Bilingual Education yielded the following breakdown:

- 1 out of 7 children going to public schools in the U.S. are from homes where English isn't spoken.
- 1 out of 6 teachers have LEP students enrolled in class.

BUT

- ONLY 1 OUT of 16 **teachers** have even had a minimum 3 hour course in multicultural or bilingual issues.

Obviously, it can be a very frustrating situation for all involved, and it certainly makes you appreciate the comment of another professional who had to go to bat many times against the odds:

> **"Experience is a hard teacher because she gives the test first and the lesson afterwards."**
> - Vernon Law, former pitcher for Pittsburgh Pirates baseball team

So for those of you who might feel frustrated and confused at times, take heart. You're not alone !

To further complicate the matter, the changes happening in assessment have ramifications that stem from far-reaching questions about broader, underlying principles. Many of the new instruments being developed are actually new ways at looking at what and who drives the whole testing process.

Changes in assessment become like "the tail that wags the dog"; seemingly small shakes of one part actually rock the entire system. When one questions assessment, much more is being questioned. It also throws into flux:

- curriculum;
- teacher training;
- programs' reasons for being; and
- entire philosophies in education.

Highlighting just three of the underlying issues involved illustrates the dilemmas and depth of confusion created by changing the traditional "assessment mind-set." Doing so brings the educator face to face with dealing with a need to:

1) Clarify the goals of a program

2) Clarify the use of assessment

3) Refocus the control of assessment

I. Clarifying the Goals of a Program

What a program aims to achieve determines what factors are assessed and established as the accepted measures of "success" or "failure" of that program and the people in it.

A survey done of vocational education programs found that there was a general lack of consensus about what common purposes should be addressed. The author of the survey summed up the confusions he found in the field:

> **"Clearly, the most critical dilemma for vocational education, particularly at the secondary level, is achieving consensus... regarding the purpose(s) of vocational education and the associated learning outcomes."**
>
> - Phelps, 1991, p. 38

II. Clarifying the Use of Assessment

After the 1990 amendments to the Perkins Act became law, NCRVE published a "guidebook" for institutions to follow in compliance with the new accountability mandates. The book gives assessment suggestions that reflect the required changes in the interpretation and control of evaluation measures. In discussing the impact of using assessment results in a different light, the book's author recognized one of the bottom line points in the whole process:

> **" I think at both the secondary and post-secondary level, there has never been a mind-set that [tests'] data are something you can use to improve programs. Data has always been something you have to report to the State to get reimbursed, or to the Feds...it does reflect a mind-set.**
>
> **I think most educators are just not accustomed to thinking about how to use [assessment] data to improve what they are doing."**
>
> - Hoachlander, 1991, p. 2

III. Change in Control of Assessment Process

The changing workplace is calling for self-management skills as one of the basic "survival" tools needed to succeed. Educators have given the word " metacognition" to the process of becoming self-aware and organized, and recognized it as a key element in effective learning.

For metacognition to be effective in learning, students can no longer be contained in a secondary role of a passive player in the classroom. Students learn to judge their own thoughts and actions by having opportunities to do so with supportive guidance. Students must play an active part in monitoring the knowledge they acquire and assessing its effectiveness.

For some teachers, no longer being the "Sole Source of Information" and "Authority Figure" might bring a feeling of insecurity or disorientation.

If you feel this way, examine your reactions to "letting go" since:

> "The degree to which educators are willing to share control of assessment with students will reveal something about the primary purposes for doing assessment."
>
> - Thomas, 1992. p. 49

HOW ?

> **If the only tool you have is a hammer, everything you see will be a nail.**
> - Western folk expression

There is no **ONE** procedure, practice, test, tool, answer, way, or magic wand that can produce the diversity of information needed to accurately assess a diverse student body.

There are, however, some guidelines you can follow to help see how to sort through the labyrinth of assessment information already available and also still needed. This section will offer suggestions on:

- ☑ **HOW** do you determine if an assessment procedure is "promising" or not?
- ☑ **HOW** do you assess your own basis and/or bias for how you judge others?
- ☑ **HOW** do you construct classroom test activities that take into account levels of difficulty and processes?
- ☑ **HOW** do you compile a comprehensive assessment profile of the areas that you need to assess?

HOW To Determine If An Assessment Procedure is "Promising" or Not

There are thousands of assessment materials already available that try to keep up with the changing realities of learning in today's world, and more will keep coming out every day. It can make it difficult to choose which ones would be best to meet the needs of you, your program, and your students.

You know you want practices that will make assessment into a diagnostic resource for exploring opportunities rather than a label for closing doors. To decide which ones will serve that purpose, look at each potential strategy with an eye for "excellence", using as **the hallmark of a school's excellence** :

> **" An institution where all people help others become something more than they ever hoped to be."**
>
> - Lewis, 1986

I. Criteria

To bring the ideal of "excellence" within the realm of reality, specifically note if an assessment practice meets the following criteria:

1) That the practice is one that can be done **with** students, not just to them. Remember, the word "assess" comes from the Latin meaning "to sit beside", and a practice should reflect that idea of not standing back and delivering results. Rather, it involves both the instructor and the instructed in a communal effort, coming together to determine what best works for the student.

2) That the practice reflects that **knowledge is something the student is actively constructing,** not passively absorbing and squeezing out. Many of the classic "pencil and paper" tests have the student just filling in circles for given choices rather than working out how to fill out the gaps in his/her own learning.

3) That the practice **evaluates skills within a context for real applications.** Knowledge is acquired not through the abstract or general, but by situating it within something meaningful, providing direct evidence of actual performance in school and on the job.

4) That the practice not only allows for, but also **incorporates diversity** into assessment as part of the total picture needed to see all the possibilities of a student. Diversity encompasses cultural, linguistic, and open-ended postulations that have no one right or wrong interpretation.

Inherent in diversity is also the concept that not everyone should be assessed with the same test. Assessment is a process, not a science that has a set equation. Especially with LEP students, some tests will measure the language level more than the skill level and give a misleading indicator of ability.

5) That a practice is one that can be used to trace students in terms of their progress and development, rather than place them in terms of their limitations. This means that the assessment practice should be **imbedded in the curriculum as an integrative, formative activity** instead of being an isolated compartment to begin or end learning.

Each and every criterion is an essential standard for assessment to meet if your students are to reach their potential. Basically, they boil down to channeling your choice of strategies by asking yourself three fundamental questions:

1) What do you want to see your students be able to do as a result of your instruction?
2) What improvements, or steps in the process are needed to achieve that?
3) How will your students know if and when they achieve that?

HOW to Assess Your Own Basis And/or Bias for How You Judge Others

When you assess a student you are judging something about that person. An experienced teacher can call on years spent in the classroom and be able to quickly size up a situation or action involving a student.

But your life is not just spent in a classroom. You bring to your judgements experiences accumulated over a lifetime that form a familiar framework for you to process information. Your reactions become almost automatic.

Since the process is activated automatically, you will use it unconsciously as your standard for judging situations or people even when unfamiliar information is involved. You make culturally-based assumptions which could make your judgements inaccurate if you are dealing with a different culture or way of doing things.

For example, many Americans consider direct eye contact to mean that a person is honest and confident. Yet in some cultures, people lower their eyes to show respect and humility.

If such differences are automatically discounted or processed into the wrong mental "file", misunderstanding occurs. Carried to an extreme, such assessment results in stereotypes.

The following exercise illustrates the process.

Catching Your Unconscious "Assessment" Processes at Work

Analyze how you tend to naturally "size-up" people or situations by following these suggestions:

1. Next time your are in an unfamiliar situation, notice how you first see or meet a stranger (walking along the street, sitting in a restaurant or on the subway).
2. Notice how you instantly size them up. You will discover that you make a whole set of assumptions about the person: safe/threat, like/dislike, superior/inferior, sexy/blah, interesting/boring, and a number of other conclusions.
3. If you can recall having done this in the past, then later got to know the person, try to remember how long it took to change your mental picture of the person.
    - Where did you get the criteria for making these judgements?
    - How did you apply them?
    - Can you see the possible impact of such judgments on your relationships with people of a different culture?

(Adapted from Thomas, Grover, Cichon, Bird, & Harns, 1991, p.8.7)

HOW to Construct Classroom Test Activities That Take Into Account Possible Levels of Difficulty and Different Processes

The focus of this Handbook is to help lead the idea of assessment away from the too common "This is a Test" mind-set, and towards a more comprehensive and compassionate process.

Most manuals advise that this is accomplished best in vocational education through the use of performance and authentic assessment strategies, since workers need to apply knowledge directly to performing a task and solving a problem.

Most manuals stress that fairer and more accurate assessment is accomplished best with LEP students through informal techniques involving psychomotor performance tests, teamwork opportunities, and multimedia/multilingual means of expression.

We agree.

Yet, we also see that there can be important uses for the typical classroom, teacher-constructed pencil and paper test. For example:

- Most occupations require reading and writing skills. Formal written tests can help students get incremental feed-back on developing those skills and have a sequential record of their development.
- Test taking skills are also important for some career paths in our society. Taking formal, written tests is obviously a possible practice for developing skills in dealing with written test situations.
- There are legal and administrative demands for which formal written evidence of a student's knowledge is needed.
- Teacher-made pencil and paper tests can be an efficient use of time and an effective two-way communication tool for some types of needed facts and knowledge.

We have listed some of the valid reasons for using pencil and paper tests. If it is clear that this assessment tool should be used only when there is a legitimate instructional need for such an approach, then we can start talking about how to make it also a fairer and more accurate one.

Types of Written Tests And Their Corresponding Levels of Difficulty

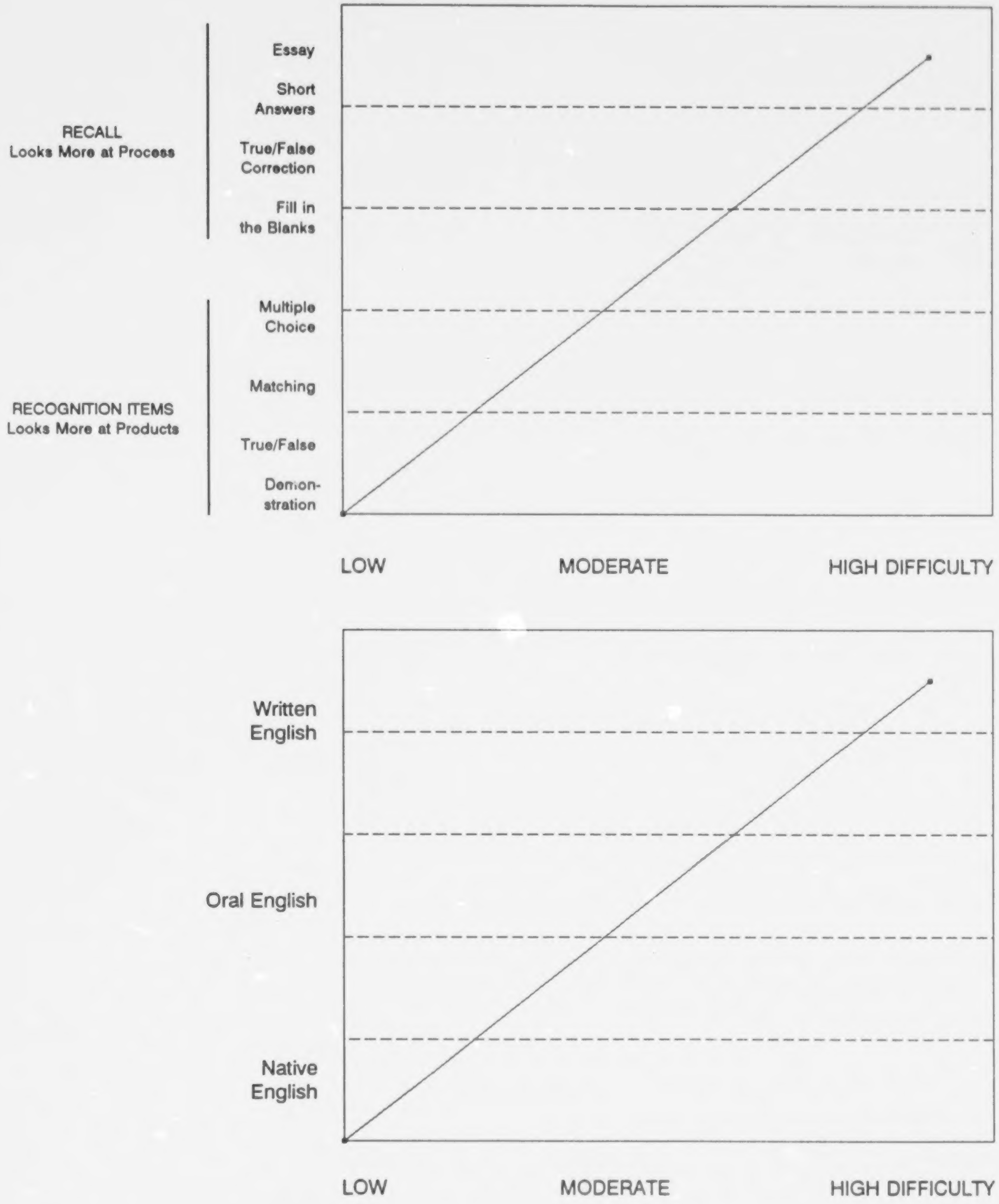
There are 2 basic categories for items that are put into a written test.

1) Recognition Items:	Student has to recognize, or select the correct answer from possible answers that are provided. Focus is on the **product** of acquired knowledge. **Examples:** Matching, True-False, Multiple Choice items
2) Recall Items:	Student supplies the answer. Reveals the process of responding with knowledge since the student has to know the answer, retrieve it from memory, and replicate it in an organized manner on paper. **Examples:** Fill-in-the-Blanks, Short Answer, Essay questions.

Since these are categories of items for written tests, obviously the ones involving more writing will usually be more difficult, especially for students with limited English skills. Therefore, it would be best to use recognition items with LEP students, at least until their language proficiency increases and they develop more formal test-taking skills.

☞ **FIGURE 4-1 (next page)** shows the progression of the test items' difficulty, based on the type used, the thinking process involved, and the language input needed.

ADAPTING TESTS' DIFFICULTY


Essay
Short Answers
True/False Correction
Fill in the Blanks
RECALL
Looks More at Process
Multiple Choice
Matching
True/False
Demon-stration
RECOGNITION ITEMS
Looks More at Products
LOW
MODERATE
HIGH DIFFICULTY
Written English
Oral English
Native English
LOW
MODERATE
HIGH DIFFICULTY

Adapted from: Lopez-Valadez, J., and Reed (1989)

Figure 4-1

General Principles for Writing Test Items

You know what type of written test you think would be best for your needs and your students. Now how do you go about actually putting one together, one that will be fair to your students and informative for you?

Each specific type of test item is unique in construction, just as every student is unique in some aspect of the learning process. However, there are certain basic points which should be taken into consideration when a teacher constructs a pencil and paper test for students. (Adapted from Bradley and Friedenberg, 1988)

1) A test should never be used as a punishment.

2) Tricky or catch questions should be avoided.

3) Some teachers find it helpful to put each test item on separate 3 x 5 cards during the early stages of test construction. The item goes on one side of the card and the response on the back. This method lets the teacher quickly select or re-arrange items for a particular test. It also creates a "test item file" to which the teacher can continuously add or delete items.

4) Test items should be used only after they have been carefully checked (better yet, field tested) for clarity and accuracy.

5) A good test is composed of items which emphasize the application of lessons learned.

6) Start with easy material and gradually add difficult items.

7) Place similar types of test items together on the test.

8) Directions should be clear and specific with examples provided as illustrations. When possible, directions should be provided in pertinent languages.

9) Avoid possibilities of ambiguous answers. There should be a clear meaning and response sought by each item. Sufficient evidence should be available to support the correct response.

10) One item should not be based on the response to another, nor provide the response clue to another item.

11) Items should use vocabulary appropriate for the language and educational level of the students.

12) Items should be grammatically correct, use simple sentences and direct structure.

13) Items should be realistic and practical, calling for information that students must use.

14) Minimize or avoid the use of textbook or stereotyped language.

15) Items should be brief, but not at the expense of clarity. Except for essay items, the suggested length is from 3 to 20 words.

In the case of true-false statements, research has shown that sentences with more than 20 words are guessed to be true more than 50% of the time.

16) Items on true-false tests using "open" qualifiers such as "sometimes", "often", "several", "as a rule", etc., are generally guessed to be true.

17) Items on true-false tests using "closed" qualifiers such as "all", "always", "never", "exactly", "entirely", etc., are generally guessed to be false.

18) On multiple choice tests, there should be four or five alternatives.

HOW to Compile a Comprehensive Assessment Profile of the Areas to Assess

> **"We must change from a model that picks winners to one that will create winners."**
> - H. Hodgkinson
> Michigan Employability Skills Task Force

We have already outlined the areas that need to be developed and consequently assessed for full employability possibilities in the changing workforce.

☞ Pages 6-7 of this Chapter.

That listing was presented as composite highlights, not a definitive standard. What you assess will vary with the different needs of your students and goals of your program.

The same open approach applies to **HOW** to assess each skill area. Here we offer some suggested strategies for pulling out and putting together the information that will help:

- your students make appropriate career choices and successfully develop them.
- you to evaluate the need and effectiveness of classroom instruction.

Through cross-references to other chapters in this Handbook and descriptions of practices being done by other professionals in the field, we present ideas that have worked in settings that are innovating techniques to keep up with the times.

To try to make the information as clear and less repetitive as possible, we mention possible strategies for each assessment area here. If you want examples and illustrations of a particular practice, the symbol ☞

☞ **points to the chapters/pages in the Handbook where they are explained in more detail.**

You might immediately notice that we do not include in this section a listing of which commercial, standardized tests could be used. We do, however, devote a separate chapter to that subject.

☞ Chapter 10 - Standardized Tests

In that chapter, we discuss the prevalent and possible usages of standardized tests in the assessment process.

However, you will find that this Handbook is geared more towards strategies that can be applied in the classroom to give the student and the teacher direct feedback on how needed skills are being developed.

I. Assessing Basic Academic Skills

The "Basic Academic Skills" are Reading, Writing, and Mathematics, and for a LEP student, fair assessment of these areas should be done in both English and the native language.

The inaccuracies that register when LEP students have their academic skills tested only in English are obvious. A student with little knowledge of English may do poorly on a math test in English, for example, even though he/she actually has a strong math background.

It is also obvious that assessing the areas in the student's native language means that a trained, bilingual staff member is needed. An educator familiar with the linguistic/cultural background of the student can offer the cultural sensitivity and language nuances needed to break down barriers to an accurate assessment.

A survey of how most Bilingual Vocational Training (BVT) programs assess reading comprehension and writing skills of LEP students revealed the predominate procedures used are:

- Cloze tests

  ☞ Chapter 6 - CLOZE.

- Writing Samples

II. Oral Communication Skills

There are two important aspects of oral communication: Listening and Speaking. Again with a LEP student, these skills should be assessed in both English and the native language.

The most common direct assessment tools that BVT programs use for assessing LEP students in each area are:

1. LISTENING

- Dictation

  ☞ Chapter 6 - CLOZE, pages 21-22.

- Physical responses to given directions, which can be assessed through the use of a Rating Scale.

  ☞ Chapter 7- Rating Scales.

2. SPEAKING

- Interviews

  ☞ Chapter 5 - Interviews, pages 9-10.

The development and assessment of oral communication skills of LEP students should take into account the complexity of the spoken understanding process. For illustration, see

☞ graphic on page 11 of this Chapter.

Actual words used carry only 7% of the message. The rest is conveyed through vocal skills and body language which can be heavily influenced by cultural factors.

Therefore, for an accurate assessment of a student's oral proficiency, a good rule of thumb to follow is:

> **Get three oral samples that each contain at least 10-15 minutes of the student's language responses.**

III. Occupational Skills, Knowledge, and Aptitudes

Assessment of these areas with a LEP student explores not only prior job knowledge and skills, but also career awareness and job seeking skills in this country.

Occupational skills and knowledge assessment can be largely freed of linguistic interference through work samples and performance tasks. These specific job-related assessment strategies can be rated according to determined criteria. This procedure is explained and examples are given in

☞ Chapter 7- Rating Scales.

Career awareness and job-seeking skills can be explored through pointed questions included in an interview with LEP students. For ideas of how this can be structured,

- ☞ Chapter 5 - Interviews, especially pages 12-13.

Vocational-related aptitudes are often assessed through standardized tests. Matrices of the standardized tests which are most frequently used by vocational evaluators to assess this area can be found in

- ☞ Chapter 10, Standardized Tests, pages 29-32.

But even more caution than usual should be applied in the usage of standardized tests to assess "Aptitudes".

Statistical studies have not found a significant relationship between scores on these tests and success in vocational programs.

Perhaps that is because of the misunderstanding of what aptitude really means and indicates. It is a more complex, and frequently mis-applied process, and not just for LEP students. For a synopsis of the controversy that has driven even the SAT tests to change the "Aptitude" part of that test's name, see

- ☞ Chapter 10, Standardized Tests, page 9.

For LEP students, the issue is further complicated and misunderstood due to language and cultural factors that can obscure or confuse the issue. Again, performance tests that actually have a student doing a task can more authentically indicate a student's aptitude for picking up something quickly.

- ☞ Chapter 7 - Rating Scales.

An interview that asks the right questions is also a possibility for exploring occupational skills, knowledge and aptitudes.

- ☞ **Chapter 5 - Interviews, especially pages 11-14.**

IV. Flexibility/Adaptability

To explore these areas, that include initiative and motivation, for example, the level of acculturation of LEP students is also an important factor to consider. How integrated have the individuals become into American expectations and functional norms?

- ☞ **Chapter 10, Standardized Test, page 24,**

gives continuum of Cultural and Linguistic Dimensions which serve as a guide for rating your students against the American "norms."

Asking questions such as those found in

- ☞ **Chapter 5 - Interviews, pages 11-15,**

yields information you can use to evaluate these areas.

- ☞ **Chapter 8 - Portfolios, page 21,**

deals with "evidence" the student can collect to demonstrate proficiency of these skills.

V. Self-Management and Self-Awareness

Also known as the level of metacognition, this skill area develops the ability to understand and monitor one's own learning process. It involves determining a student's interests, learning styles, and organizational skills, such as setting goals and meeting deadlines. **Portfolios** are championed as the "King of the Metacognition Hill."

- ☞ Chapter 8 - Portfolios.

Other ways to explore and document **Interests**:

- ☞ Chapter 7 - Rating Scales, Figure 7-10, page 29.
- ☞ Chapter 10 - Standardized Tests, Figure 10-4 on page 30 and Figure 10-6 on page 31.
- ☞ Chapter 5 - Interviews, pages 12-14.

Other ways to explore and assess **learning styles/preferences**:

- Interviews
    - ☞ Chapter 5 - Interviews, pages 14-15.
- Observation
    - ☞ Chapter 10- Standardized Tests, page 24.

"Problem solving skills" is considered a fuzzy terrain for many educators trying to define it in classroom terms. But it is one of the most important skills that employers repeatedly call for and lament the present workforce's lack thereof. For a LEP learner, the level of acculturation can give indications of being able to define a problem and try ways to resolve it, since adjusting to a different culture could definitely be classified as a problem.

Again, Portfolios, as the most encompassing strategy, will demonstrate students' level in this skill area. See

☞ Chapter 8 - Portfolios.

☞ Chapter 9 - Projects.

VII. Interpersonal Skills

Interpersonal skills include teamwork, appropriate behavior in different professional/social situations, and other very culturally defined activities.

☞ Chapter 8- Portfolios, page 22.

☞ Chapter 5- Interviews, pages 25-27.

VIII. Special Needs

Determining special needs that have to be met to insure equity participation for all students might mean exploring financial, personal, or linguistic situations. For LEP students, obviously language support needs would have to be a central focus of this area of assessment.

☞ Assessment of Basic Skills, page 37-38 of this section.

WHERE?

Some Handbooks You Might Find Helpful

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Sticht, Thomas G., Testing and Assessment in Adult Basic Education and ESL Programs, (1990). San Diego, California: Applied Behavioral and Cognitive Science, Inc.

Thomas, Robert J., Bird, L. and Grover, J., Serving Vocational Students Who Speak English as a Second Language: A Community College Handbook, (1992). Londonderry, New Hampshire: Capital Consulting Corporation

Thomas, R., Grover, J., Cichon, D., Bird, L., and Harns, C., Job-Related Language Training for Limited English Proficient Employees: A Handbook for Program Developers, (1991). Washington, D.C.: Development Assistance Corporation.

Thomas, S. and Coleman, N., Vocational Assessment Training Manual, (1988). Raleigh, North Carolina: N.C. Department of Public Instruction, Division of Vocational Evaluation.

Organizations That Are Active in Assessment Issues

California Assessment Collaborative
730 Harrison Street
San Francisco, CA 94107
(415) 241-2704
Designed to support and study classroom, school, or district assessment strategies which can be used by teachers.

Center for Educational Assessment
403 S 6th Street
Columbia, MO 65211
Contact: Dr. Steven J. Osterlind, Director
The center is an office of the College of Education at the University of Missouri, Columbia that coordinates psychological research and develops standardized testing instruments. Their focus is directed primarily toward achievement tests and large-scale programs. They also conduct research and create models for alternative assessment.

Center for Law and Education
1875 Connecticut Avenue, NW also: 955 Massachusetts Ave.
Suite 501 Cambridge, MA 02139
Washington, D.C. 20009 (617) 876-6611
(202) 986-3000
A national advocacy support center addressing the education problems of low-income students. It has a special project geared to implementation of the Perkins Act called Vocational Opportunity for Community and Educational Development (VOCED).

Council of Chief State School Officers
1 Massachusetts Avenue, NW
Suite 700
Washington, D.C. 20001
(202) 408-8072
Contacts: Julia Lara; Glenda Partee
Organization representing heads of State Educational Agencies, with a special Resource Center on Educational Equity; sponsors the Workplace Readiness Assessment Consortium.

Fair Test: National Center for Fair & Open Testing
342 Broadway
Cambridge, MA 02139
(617) 864-4810
An advocacy group working for fairer testing practices through authentic assessment.

Fort Worth Independent School District
3210 W. Lancaster
Fort Worth, TX 76107
(817) 878-3807
Contact: C. Gary Standridge

National Center for Restructuring Education, Schools, and Teaching (NCREST) Four Seasons Project
Box 110 Teachers College
Columbia University
New York, NY 10027
Contact: Dr. Terry Baker
The Four Seasons Project represents a collaboration between the National Center for Restructuring Education, Schools, and Teaching; The Coalition of Essential Schools; the Foxfire Outreach Network; and Project Zero. The primary focus of the three-year project is authentic, performance-based assessment practices with an emphasis on increasing student success. The project will sponsor summer institutes for teachers from sites around the nation and an electronic network dedicated to authentic assessment in redesigned schools.

Quality Education for Minorities (QEM) Network
1818 N. Street, NW
Suite 350
Washington, D.C. 20036
(202) 659-1818
The QEM Network's mission is to unite and strengthen educational restructuring efforts to the benefit of minority children, youth, and adults. QEM advances minority participation and leadership in the national debate on how best to ensure access to a quality education for all individuals. The Network disseminates a resource directory which contains information on school-to-work related programs around the country.

Sources on Skills Needed in the New Workplace

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INTERVIEWS

WHAT ?

An interview is frequently the first step that initiates the entire assessment procedure. It is a direct manner for gathering important information that will determine the direction the rest of the assessment process will go.

WHAT Information Areas Are Especially Important to Explore When Interviewing LEP Students?

The object of an interview is to get to know a person, to gather background information that is needed to make the unknown into an unique human being.

When a student is being interviewed, the focus is on factors that influence learning and performance in a classroom. When it is a LEP student, you already have a crucial piece of information before the whole process even starts. You know that LEP students will be carrying a double learning load: confronting new course material while at the same time learning a new language and expected way of doing things.

Therefore, an interview with LEP students should explore areas that give hints on how heavy that double load will be for the particular person involved, how it can be lightened, and what strengths may be hidden behind language weaknesses. With LEP students, you have a special interest in finding out:

- Educational levels and background in the learner's native language and/or country
- Oral communication level in English
- Functional skills and acculturation level
- Career awareness
- Employment background/skills
- Vocational interests and goals
- Learning styles/preferences

WHAT Can An Interview Be Used For Besides A Teacher/Counselor-Conducted Placement Routine?

Typically, interviews are thought of as one of the first steps a counselor or person in charge of placement takes to decide what program is most appropriate for a student. And that is often the **only** time that interviews are associated with assessment.

Yet, an interview can provide a format for **students** to do the asking and analyzing, too. It can be a vehicle for students to gather information and gain insights that make them more aware of their possibilities and appreciative of others. On pages 16-29 in the **HOW** section of this chapter we expand the idea of the interview and explain, with examples, that the technique can also be a:

- Self-Assessment and Job Assessment strategy for students.
- Technique students can use among themselves to lay the basis for teamwork and assessment of communal strengths.

WHY ?

Most people have gone through an interview of some kind at some time in their life; most people know why interviews are done and why they can make or break an opportunity. When you go for a job interview, for example, you are being assessed on your potential to fulfill a need, to make a contribution to collective goals.

Since an interview is an important, **two-way** communication process, language logically has a tremendous impact on the impressions made and information given. Therefore, an interview with a LEP student should be conducted by a person familiar with the linguistic/cultural background of the LEP candidate.

When that logic can be made into an actual practice, the interview yields answers and valuable insights that no standardized or single-focused questions could penetrate. At a multicultural high school in Washington, D.C., for example, we met with a bilingual counselor whose 14 years of experience enabled him to give teachers more accurate information about incoming LEP students he interviewed than what placement test scores revealed.

Why an interview is important and why it should be conducted in a way that insures accurate and extensive information are points of fairly common knowledge and practice, at least among trained adults leading most interviews for educational or placement purposes.

What is less well known or practiced is the idea of a student determining the focus of an interview, making the learner the director of assessment and analysis. One possibility of implementing the interview as a student-driven strategy is having students "shadow" and interview a worker on the job. In the **HOW** section of this chapter, we explain the steps to do this as piloted in the **School-Work PLUS** project in Indiana.

☞ Pages 16-22 of this Chapter.

Here we supply the reasons **WHY** the interview technique offers unusual potential for broadening a student's learning process.

1) Experience-Based Learning:	By going out into the community to interview workers in real world situations, the students gain "hands-on" experience in addition to classroom activity. They have to take initiative, set targets, organize their time, work in teams, and assess results.
2) School-to-Work Link:	The interview draws attention to skills required in the workplace and what students need to learn in school. By its very nature of structuring a student's view of a real workplace, it requires collaboration between the educational and business communities.
3) Students as Communicators:	Students develop dual communication skills doing an interview in this context. They learn the formal exchanges with adults on the job, and they also have to report their findings to other students. The "reporting" phase of the interview project encourages creativity in devising means of communicating through videotape, printed materials, or other original ways.

Although dependent on language skills, interviews can offer positive gains for LEP students, also.

☞ Pages 23-24 of this Chapter.

HOW ?

During our preliminary work for this Handbook, an earnest and experienced vocational education evaluator asked us if we had come across any manual that explained how to get all the insights that really good interviewers seem to naturally extract from the question-answer process.

That would truly be the "Silver Bullet".

But, how can anyone instruct on the acquisition of an "instinct", the sixth sense that lets you know how to respond to any unexpected input and understand what is really meant? That will come only through experience, not from any outline in a handbook. With time and repeated attempts, you will learn how you can stretch an interview into the most complete and informative part of the assessment process.

Only you can supply the needed **time, practice, and patience**. What this Handbook answers in this section is:

☑ **HOW** can the interview process yield the optimal amount and range of information needed when assessing LEP students?

☑ **HOW** can an interview process be used by students as a self assessment strategy with regards to vocational possibilities?

☑ **HOW** can an interview be a classroom technique for the student to lay the foundations for teamwork and assess communal strengths?

HOW to Have An Interview Yield the Optimal Amount and Range of Information Needed When Assessing LEP Students

I. Involve Bilingual People and Formats.

The most crucial and optimal piece of the process is to have a person familiar with the linguistic/cultural background of the LEP candidate conduct the interview.

Educators may groan and complain that their schools don't have the budget to hire multilingual support staff, and in some cases, that is true. But, if you have multilingual students in a classroom, you have multilingual resources in the community. If budgets don't allow hiring, then you might find a bilingual person on a volunteer basis, through religious, parent, or other local organizations. Act on the assumption that there are people in your community that can help open communication with LEP students in your classroom.

II. Don't Just Play By the Book.

Sometimes people can be fooled by thinking that because a textbook, a school district, a state law, or a federal guideline has produced an official, even bilingual, format for questions to be asked of new students, the bases are covered. But what has come out of an administrator's office or the courthouse or a research paper won't necessarily give you all the answers and information you need.

☞ **Figure 5-1 (next page)** is the Home Survey Questionnaire Form given to all new students enrolled in the Northside Independent School District in San Antonio, Texas, and potentially in need of extra support in English. It illustrates how a district's Bilingual Assessment Center found the form that was legally prepared and required by Texas law did not give them enough information. Relying on only the two questions mandated by state regulations for entering students resulted in many LEP students falling through the cracks.

After several staff meetings discussing what was needed and what was feasible on a one page form, three more key questions were added to the District's Survey.

Texas Home Language Survey

Used in Northside Independent School District, San Antonio, Texas

Example of Modified Language Information Survey Form

Student Name:____________________ School____________________
Nombre del alumno: *Escuela:*

Date of Birth:_____/_____/_____ Grade:______ Sex: M___ F___
*Fecha de nacimiento:*month/day/year *Grado:* *Sexo:*
mes/día/año

Place of Birth:____
City/*Ciudad* State/*Estado* Country/*Pais*

Has student ever attended school in Northside ISD? No/*No*______ Yes/*Si*________
¿Ha asistido alguna vez a una escuela de Northside?

When?____________________ What School?____________________
¿Cuándo? *¿Qué escuela?*

School last attended:________________ City:____________ State:________
Escuela anterior: *Ciudad:* *Estado:*

(Questions one and two are mandated by Texas law.)

1. What language is spoken in your home **most** of the time?
   *¿Qué idioma se habla en su casa **la mayor parte** del tiempo?*
2. What language does your child speak **most** of the time?
   *¿Qué idioma habla su hijo (a) **la mayor parte** del tiempo?*

(Three additional questions were added for further clarification.)

3. What language did your child learn when he/she began to talk?
   ¿Qué idioma aprendió su hijo (a) cuando comenzó a hablar?
4. Name the language **most** often spoken by the adults at home.
   *¿Anote el idioma que los adults hablan **más** en su hogar.*
5. What language does your child speak when playing with friends?
   ¿Qué idioma habla su hijo (a) cuando juega con sus amigos?

____________________ ____________________
Signature of parent/guardian Telephone number
Firma del padre/guardián *Número de teléfono*

(Students in grades 9-12 may sign) Today's Date___/___/___
(Alumnos en grados 9-12 pueden firmar) *Fecha* *mes/día/año*

FIGURE 5-1

III. Expand the Areas That Need to be Explored.

LEP students come from different backgrounds and present a lot of "unknowns" not dealt with in interviews typically given to native English speaking applicants. Information relevant to program needs and planning can only be brought into context by asking different types of questions than found on most standard interviews.

Just as we feel that there is no one assessment strategy that answers all the points to be addressed in the process, we found no one interview form to be adequate or extensive enough to include here as an encompassing example.

What we see as being more useful is to list the interview information topics unique to LEP students. Under each heading, we give sample questions that would help to gather the desired data. The list is meant as a synthesized guide, not a completed format. Each student is different; therefore each interview, or let me "get to know you better" attempt, should reflect a difference.

A. Educational levels and background in the learner's native language and country

Knowing how much schooling a LEP student had before being in American classrooms can give you an idea of how much foundation has been laid for skills to be able to transfer. You want to find out:

- Did you go to school in your country?
- What grade did you finish in school?
- What did you learn in school?
- Can you read and write in your language?
- What sort of things do you like to read in your language?

- Do your parents like to read and write in your language?
- What kind of school work do you do best?
- What kind of school work gives you the most trouble?

B. Oral communication level in English

If the interview is conducted in English, it offers the opportunity to also serve as an assessment of the student's oral communication level.

☞ **Figure 5-2 (next page)** gives one of the most frequently used methods for rating oral proficiency during an interview.

Examples of Oral Interview Rating Scale

		1	2	3	4	5	
PRONUNCIATION:	Foreign	( )	( )	( )	( )	( )	Native
GRAMMAR:	Inaccurate	( )	( )	( )	( )	( )	Accurate
VOCABULARY:	Inadequate	( )	( )	( )	( )	( )	Adequate
COMPREHENSION:	Incomplete	( )	( )	( )	( )	( )	Complete
FLUENCY:	Halting	( )	( )	( )	( )	( )	Smooth

(developed by the Foreign Service Institute)

Example of a 5-Level Rating Scale

Level 1.	Speech is so halting and fragmentary as to make conversation virtually impossible.
Level 2.	Usually hesitant; often forced into silence by language limitations.
Level 3.	Speed and fluency are rather strongly affected by language problems.
Level 4.	Speed of speech seems to be slightly affected by language problems.
Level 5.	Speech is fluent and effortless as that of a native speaker.

(Thomas, Grover, Cichon, Bird, Harns, 1991, p.4.4)

Figure 5-2

C. Functional skills and acculturation level

Cultural shock can be a paralyzing phenomenon, making a person initially confused and unable to fully function. Assimilating and adjusting to a new environment is a learning process in itself and can interfere with what has to be learned in the classroom. The person in charge of the classroom should therefore be interested in asking LEP students:

- How long have you been in this country?
- What do you like most about this country?
- What do you like the least about this country?
- What do you find the most confusing thing to understand in this country?
- What do you miss the most about your country?
- Do you have many relatives and friends here?
- What language does your family speak among yourselves?
- Which language do you use with friends?
- Did you live in the city or a farm area in your country?
- Do you drive a car? Ride a bicycle?
- Do you have a driver's license?
- Do you know how to use the metro/subway?
- Do you know how to ride the bus?
- Do you understand people on the phone when they speak English?
- Can you order food in English in a restaurant?
- When you go to the grocery store, can you read the names of food?
- Do you have a bank account?
- Do your parents work? What work do they do?
- Have you been taught English in a classroom situation? When ? Where? For how long?

D. Job/Career awareness

For many LEP students, career awareness is part of the acculturation process involved in assimilating new cultural information and possibilities. A person who has moved to a major U.S. city after growing up in an isolated agrarian village in Laos, for example, will be unfamiliar with urban vocational possibilities and demands. How close LEP students are to the reality of the American job market can be explored through asking:

- What do you think employers look for when they hire someone?
- What are some of the reasons why people get fired from jobs?
- What would an employer like about you? Not like?
- Would you like to earn a lot of money in your job?
- What do you consider to be a lot of money?
- Is it important to your family that you make a lot of money?

E. Employment background/skills

You want to know the job experience background of all students enrolled in vocational training courses. In the case of LEP students, they might have worked with tools which can only be identified by having pictures at the interview for illustration purposes.

- Do you work after school?
- Do you have responsibility for doing certain chores in your home?

- Have you ever worked for pay?
- Do you make money that you can spend?
- Identify the tools you have used before. (Show pictures).
- Have you ever used a typewriter? A computer?

F. Vocational interests and goals

Earlier in the interview, you explored the career awareness of a LEP student to see how close the connection is to the reality of the American workforce. You also want to know if there is an interest or possible talent for particular areas of knowledge and application of skills.

- What type of jobs interested you in your country? Did you have any experience with them?
- What types of jobs would your family like you to do?
- What types of jobs have you seen in this country that are new for you? Do they interest you?
- Why did you enroll (or want to enroll) in this vocational education program?
- What do you hope to do when you finish high school (or community college or vocational courses?)
- What would you like to be doing 5 years after you finish school?
- What things do you enjoy doing?
- Have you ever made things with your hands?

- Do you like to draw and consider that you are good at it?
- Have you ever repaired something that was broken?
- Have you ever created something, tried to make something new that you hadn't done before?
- Do machines and how they work interest you?
- Do computers interest you?
- What tools and/or pieces of equipment do you recognize? (Show pictures)
- Do you enjoy situations in which you have to speak a lot with people you don't know?

G. Learning styles/preferences

Further on in this Handbook, you will see a chart listing the 15 different factors that influence how each individual learns and that determine how he/she can be expected to respond in a classroom. Every single point has cultural/linguistic dimensions that will help you better understand and assess the differences that underlie a person's learning process.

☞ **Chapter 10, Standardized Tests, pages 13-19, and Continuum, Figure 10-1, page 25.**

The Continuum gives you a format for pinpointing the degree to which linguistic/cultural factors have influenced a student's learning style or preference. An Interview can give you general hints and understanding of what is involved through questions such as:

- Do you like to study or work with others?
- Do you learn best by reading? By listening? By doing?

- What makes you feel safe?
- What makes you feel happy?
- Do you understand your teachers?
- Do you understand questions in class?
- What do you like to do when you are not in school or at work?
- Do you ask your teachers for help when you have problems with your work?
- Where do you prefer to sit in class? In the front? Middle? Back?

HOW A Student Can Use an Interview As A Self-Assessment of Skills and Vocational Possibilities

Most manuals and many institutions recognize that staff must be attuned to a variety of differences when conducting an interview. While heightened sensitivity and understanding does make an interview a more comprehensive assessment technique, the drive and direction of the interview is still focused by the teacher or administrator.

The idea that an interview strategy can be modified into a total learning experience conducted by the student is a promising and more unique practice.

School-Work PLUS

High school seniors in five Indiana public schools field tested this approach by going into their communities' high performance workplaces. The students visited factories, offices, and other places of business not only to "shadow" or observe a worker doing his/her job, but also to structure their observations through a survey questionnaire procedure. Using a set of questions extracted from SCANS and then developed by Pelavin Associates, Inc., in a project called School-Work PLUS, the students were able to:

- define and evaluate the skills needed by different workers they interviewed.
- rate the needed skills in order of their importance.
- compile the information gathered from the on-site interviews into a job analysis for each particular profession.

☞ **Figure 5-3, (pages 17-20)** shows the seven step outline that the students follow for getting the desired information from the interview they are conducting. At the end of the interview, **Figure 5-4 (page 21)** shows the five point scale students use for rating the importance of the skills they observed being done by their interview subject.

Job Analysis Interview Form

1. Introduction

- introduce yourself
- explain the project and provide any other background
- explain the purpose of the interview

2. Background on the Subject and the Job

Name of Interviewer________________________________

Name of Note-Taker________________________________

Job Title______________________________________

Date of Interview / /

Name of Jobholder________________________________

Organization or Company Name

Name____

Address______________________________________

Phone____

Ask the jobholder how long he/she has been experienced in the job:

Worked at the job ________years ________months

Supervised the job ________years ________months

3. General Job Description

Ask what the main purpose of the job is, in one sentence if possible. In other words, why does the job exist?
Ask what the primary or major job duties are - also in one sentence each (there should be three to five of these, although some jobs may require more to fully express the purpose of the job).

Duty 1.____

Duty 2.____

Duty 3.____

Duty 4.____

Duty 5.____

4. Rating the Skills

Let the subject look at the Skills Definitions and Scale of Importance at this point. Explain that you want to go through each of the twenty-seven skills in order and let the subject rate how important the skill is to the job, using the 5-point Scale of Importance. Point out on the scale how there are two criteria to keep in mind how important the skill is and how often it is applied on the job.

Discuss the skills a bit - pointing out how the first three categories ("Foundation Skills") differ from the last four("Functional Skills"), and how all three of them differ from the kind of highly specific "how to" knowledge of any job.

The note-taker should write in the number that the subject gives to each skill and keep an eye out for the one highly-related skill to be chosen in each category for Step No. 6. The interviewer should read the definition of each skill.

The actual rating of each skill is done by assigning a number from 1 to 5 from the "Scale of Importance" based on the subject's response.

Figure 5-3

Category I - Basic Skills

____ Reading
____ Writing
____ Arithmetic
____ Speaking
____ Listening

Category II - Thinking Skills

____ Creative Thinking
____ Decision-Making
____ Problem-Solving
____ Knowing How to Learn

Category III - Personal Qualities

____ Responsibility
____ Social Skill
____ Self-Management
____ Integrity/Honesty

FUNCTIONAL SKILLS

Category IV - Resources

____ Manages Time
____ Manages Money
____ Manages Material/Facility Resources
____ Manages Human Resources

Category V - Systems and Technology

____ Understands Systems
____ Uses Technology

Category VI - Informational Skills

____ Acquires and Evaluates Information
____ Organizes and Maintains Information
____ Interprets and Communicates Information

Category VII - Interpersonal Skills

____ Participates as a Member of a Team
____ Teaches Others
____ Serves Clients/Customers
____ Exercises Leadership
____ Works with Cultural Diversity

Figure 5-3 (con't)

5. Selecting a Specific Skill in Each Category

As the interview progresses through the rating of the skills in each successive category, the note taker must select, for further exploration, a highly-rated skill from Category IV (Resources) from Category VI (Informational Skills) and two more highly rated skills from any of the five categories. Make a list of the skills selected and hand it over to the interviewer when the rating of the skills is completed. The interviewer then goes on to the next step.

6. Illustrating the Skills

Here the interviewer explains to the subject that one skill in each of four categories has been chosen for further discussion in order to provide more of an in depth set of illustrations of what really happens on the job. The interviewee needs to describe one of the more important or frequently-performed tasks relating to each of the four skills, and then to describe how each task is performed by spelling out the steps he/she takes (each step should include a listing of the materials or equipment that might be used). Five steps are usually enough to spell out a task, but if more are needed, continue on another sheet of paper or on the other side of the form.

Category IV. Resources

Skill Illustrated

A. One-Sentence Description of Task

B. Step by Step description of Task and any Equipment Used.

Step 1:____________________

Equipment:____________________

Step 2:____________________

Equipment:____________________

Step 3:____________________

Equipment:____________________

Step 4:____________________

Equipment:____________________

Step 5:____________________

Equipment:____________________

Category VI. Informational Skills

Skill Illustrated

A. One-Sentence Description of Task

B. Step by Step Description of Task and any Equipment Used:

Step 1:____________________

Equipment:____________________

Step 2:____________________

Equipment:____________________

Step 3:____________________

Equipment:____________________

Step 4:____________________

Equipment:____________________

Step 5:____________________

Equipment:____________________

Figure 5-3 (con't)

Third Choice-Any highly-rated skill from any of the other five categories:

Skill Illustrated

A. One-Sentence Description of Task

B. Step by Step Description of Task and any Equipment Used:

Step 1:____

Equipment:____

Step 2:____

Equipment:____

Step 3:____

Equipment:____

Step 4:____

Equipment:____

Step 5:____

Equipment:____

Fourth Choice-Any highly-rated skill from any of the other five categories:

Skill Illustrated

A. One-Sentence Description of Task

B. Step by Step Description of Task and any Equipment Used:

Step 1:____

Equipment:____

Step 2:____

Equipment:____

Step 3:____

Equipment:____

Step 4:____

Equipment:____

Step 5:____

Equipment:____

7. Wrap-Up

The noting of "illustrated tasks" completes the substantive part of the interview. Now is the time to thank the interviewee, ask for any final comments, perhaps discuss how schooling and/or training might relate (or not relate) to the job, and finally to ask permission for a follow-up telephone call or two, if that should be necessary.

Now that you have completed the interview, you should plan as soon as possible to work together to double-check the notes and straighten out any confusing references. Also prepare a summary of the interview. You will need this for comparisons to other interviews the group has done.

Figure 5-3 (con't)

School-Work PLUS: READ America, Inc.

SCALE OF IMPORTANCE

This is the five point scale that you and your subject will use to measure the importance of the twenty-seven skills that you will be examining over the course of the interview. The five measures go from "Not Important" (with a value of 1) to "Extremely Important" (with a value of 5). The definition of each rating is also given. You can show your interview subjects the "Scale" so they understand how the ratings apply to each of the skills when questioned.

Rating:

1. **Not Important**
   This skill is *not* required for the job.

2. **Somewhat important**
   This skill is *occasionally* required or is needed for *minor* tasks.

3. **Moderately important**
   This skill is *often* required or is necessary for *somewhat important* tasks.

4. **Highly important**
   This skill is *very often* required or is necessary for *highly important* duties.

5. **Extremely important**
   Job could *not* be performed at all without important *frequent, competent* use of this skill.

Figure 5-4

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In reproducing the form used by the student in this particular instance, we reduced the size of the original document for spacing purposes. Even so, we recognize that it looks like a lot, and during the field testing of the School-Work PLUS project, some people did question the amount of time involved.

If someone wants to modify the form to better suit their needs and students, the seven steps to be adapted are:

1) Introduction: Student introduces self and explains purpose of site-visit and interview.

2) Background on Subject and Job: Name of company, business of company, job title, years of experience on job, and so on.

3) General Job Description: Student asks what the main purpose of the job is, to be answered in one sentence if possible. In other words, find out why does the job exist? What are the primary or major job duties? These should be listed in 3 to 5 short sentences.

4) Rating the Skills Involved: A 5 point rating scale is given to rank the list of skills highlighted in the SCANS report and as they apply to this particular job. The listing of skills are categorized into the seven areas SCANS found to be most important for successful functioning in a job.

5) Selecting a Specific Skill in Each Category: The student examines four different categories and determines the most highly rated skill in each of the four areas. He/She then makes a list of the resulting selection and gives the list to the worker being interviewed and shadowed.

6) Illustrating the Skills: The interviewer asks the working professional to describe one of the more important or frequently performed tasks relating to each of the four skills, and then either demonstrate, or spell out step by step, how each task is performed (including the equipment that might be used).

7) Wrap-Up: Thanking the person interviewed, asking for any final comments, discuss what schooling/training may relate to the job, etc.

HOW The Structure of the Student Interview/Job Analysis Makes It A Positive Strategy for LEP Students

The preceding "School-Work PLUS" format example expands the idea of an "interview" into an entire learning exercise for the student. It gives guidelines for

- Observing ("Shadowing")
- Communicating to gather information
- Evaluating information
- Communicating that evaluation

With such an emphasis on communication, how can this be considered a promising practice for LEP students?

Besides the general premise of the whole program being based on sound pedagogical principals that meet our established criteria, there are specific aspects which can easily incorporate the needs of LEP students and present them as developing strengths.

- The interview conducted by the student is a carefully constructed survey tool with a step-by-step format and a clearly delineated scale for rating the skills that are observed. Although the students have the option of also adding their own questions, they have a basic "script" already prepared that can be practiced beforehand. This gives LEP students the chance to review for any possible linguistic difficulties.

- When the students go to a workplace to observe and interview key personnel, they go in pairs. Again, the element of teamwork is a source of support for all students, but for LEP students, it also can give crucial linguistic confidence.

- Since the students will be making a presentation about what they have learned from their evaluative visit to the workplace, visual aids accompany the interview process. While one of the students is conducting the questionnaire survey, the other is capturing images, either through a video recording or snapshots.

This element of visual illustration, both during the actual interview and for the final product presentation, opens up channels of expression for LEP learners, a point that is repeatedly noted in other promising practices, such as projects and portfolios.

Therefore, with one strategy, five important considerations for LEP students are incorporated:

1) A clear, step-by-step format to follow.

2) A clearly delineated rating scale to organize and prioritize information.

3) A "script" that can be practiced beforehand.

4) A teamwork approach.

5) Use of observation and visual aids for gathering and presenting information.

HOW An Interview Format Can Be A Classroom Technique for Students to Lay the Foundations for Teamwork and Assess Communal Strengths

One of the skills most strongly called for in the emerging workplace is teamwork. Teamwork is also a supportive strategy for LEP learners to make on-going gains with peer guidance. Interviews can be structured into a tool through which students can assess each other and themselves in terms of differences that can come together and be complimentary wholes.

EXAMPLE

Exploratory projects that go into students' portfolios are often done as group teamwork. The specific procedure followed at Rindge School of Technical Arts, in Cambridge, Massachusetts, as part of its CityWorks© curriculum, serves as an example.

The first step in the instructional/self-assessment exercise leading to forming a group is having the students do "Teamwork Interviews". The students divide into pairs and follow a questionnaire form with a partner.

Then the information for all the partners interviewed is pooled, and the results presented in a format that highlights any linguistic/cultural differences within the group as a positive resource.

In this manner, through interviews, the students have gotten to know their peers by looking to assess their communal strengths and seeing differences as additions rather than limitations.

☞ Figure 5-5 (next page) and Figure 5-6 (page 27) illustrate the format used for following this "Teamwork Interview" procedure.

This is CityWorks®
Teammate Interview Exercises

In the CityWorks course you will be working in teams on a variety of projects. Being on a project team is somewhat like being on a sports team. In order for the team to function well, it's important that you really know your teammates. What are they like and what do they like to do?

Complete the following exercises with a partner. You will be introducing each other to the group later so write down everything your partner says that is important to remember.

1. Take turns being the interviewer and ask your partner this list of questions. Record their answers as you go along.

- What is your name?
- Where do you live?
- What school did you attend there?
- How long have you lived in Cambridge?
- Where else have you lived? (other neighborhoods, cities, countries)
- When is your birthday? (Do you know your astrological sign?)
- What is your favorite music group or kind of music?
- What do you do when you're not in school?

2. Make up one question on your own to ask your partner.

3. Now talk to your partner and decide on at least two things that you have in common with each other. This could be anything, for example: where you live; the color of your hair; your favorite music; etc. Write down your answers below.

4. Return to your group. Use the Polaroid camera to take a picture of your partner. The picture can show just your partner's face (a portrait), or show their whole body. They can make any kind of pose that they wish.

5. Look at the map of Cambridge and work with your partner to try to locate each of your streets and houses. Put a pin on the map to show where your partner's house is located. Pin their picture to the edge of the map closest to where they live.

6. Now it's time for introductions. Begin by telling the group your partner's name and pointing out where they live on the map. Tell the group how your partner answered the questions.

7. If there is time at the end of your introductions, each of you try to draw a line on the map that shows how you get to the high school from your home. Use a colored pencil to trace along the streets which you take to walk, drive or travel by bus on your route to school.

CityWorks®, 1992

Figure 5-5

Compiling Teammate Interviews
Group Inventory Form

Work with your group to fill out the following Group Inventory Form

We are a team of _______ members; ______ are boys and _____ are girls. Our average age is
(Number)
______. ______ of us have grown up in Cambridge. Other places some of us have lived included:

____

We speak a total of _____ languages, including: ________________________________

____

If the school had a talent show, our acts would include: ________________________

____

The most unusual things that we know how to do are: ___________________________

____

_____ of us currently hold jobs as: _______________________________________

____

Other jobs we have done in the past include: _________________________________

____

_____ of us regularly help out around the house by ____________________________

____

When we're not at school or at work, our main interests and hobbies are: ______________

____

We know people who know a lot about: _____________________________________

____

CityWorks©, 1992.

Figure 5-6

Where?

Places where vocational-oriented interviews have been developed

George Marshall High School
7731 Leesburg Pike
Falls Church, VA 22043
Contact: Norma Colyer

READAmerica, Inc.
School-Work PLUS
Post Office Box 1641
Shepherdstown, WV 25443

Rindge School of Technical Arts
CityWorks© Curriculum Developers
459 Broadway
Cambridge, MA 02138
Contact: David Stephen

Handbooks and Manuals With Examples of Interviews

Callejas, J., The Career Guidance and Counseling of In-School Hispanics: Some Practical and Theoretical Considerations, (1985). ERIC Document ED#265 269.

Friedenberg, J., and Bradley, C., A Handbook for Vocational English as a Second Language, (1988). Bloomington, Illinois: Meridian Education Corporation.

Friedenberg, J., Gordon, R., and Dillman, M., "Conduct Intake Assessment for LEP Vocational Students", (1988). Columbus, Ohio: National Center for Research in Vocational Education.

Kapes, J., Parrish L., and VanSickle, T., Vocational Assessment Handbook, (1987). College Station, Texas: Texas A and M University.

Lehmann, J., Serving Limited English Proficient Students in Vocational Education, (1989). Fort Collins, Colorado: Colorado State University.

Lopez-Valadez, J., and Reed, T., Building Competencies to Serve LEP Vocational Students: Inservice Manual, (1989). Des Plains, Illinois: Northwest Educational Cooperative.

Mikulin, E., and Patterson, R., Guidelines for Serving Members of Special Populations in Vocational Education, (1992). Austin, Texas: Texas Education Agency.

Thomas, R., Grover, J., Cichon, D., Bird, L., and Harns, C., Job-Related Language Training for LEP Employees: A Handbook For Program Developers, (1991). Washington D.C.: Development Assistance Corporation.

The Cloze Format and Its Different Variations

WHAT ?

The Cloze technique is basically an alteration of a written text that calls on the reader's comprehension processing to put the text back into its correct form. The term "cloze" was first introduced in 1953 by W.L. Taylor to describe his developed method of deleting words from a text. Taylor got the word "cloze" from the gestalt concept of "closure", referring to the tendency of people to complete a pattern once they have grasped its overall significance.

The Cloze test format of deleted words denominated by Taylor is still the most popular and well known version used today. We'll refer to that particular format as the "**Classic Cloze**". In addition, other Cloze formats that we explain are:

- Rational Deletion
- Cloze Elide
- C Test

With each explanation, we give samples to illustrate the particular format.

We then address the

↑ ADVANTAGES
and
↓ DISADVANTAGES

involved in the particular formats. The advantages listed for the "Classic Cloze" can be applied to the other versions, and can be taken as the standard reasoning for using the Cloze technique in general. The advantages for the variations of the technique are specific responses that researchers made to some of the criticisms of the Classic Cloze.

CLASSIC CLOZE

This most common format presents the text with every nth word randomly deleted. The reader must call on his/her language storage and comprehension to fill in the blanks with the appropriate words that would complete the text.

Sample of Classic Cloze Test

An auto mechanic is tuning up a car. As she is working on the car she discovers that the windshield washers are not working. She calls the owner and he __1__ the mechanic to repair them.

The __2__ must first find the cause __3__ the problem. She checks her repair __4__ and finds these troubleshooting suggestions:

1. __5__ fluid tank. Is it full?
2. Check hoses. __6__ they damaged, loose, or kinked? Are __7__ plugged up?
3. Check electrical connections. Are the __8__ loose?
4. Check wiper/washer switch. Does __9__ work?

1.tells 2.mechanic 3.of 4.manual 5.Check 6.Are 7.they 8.wires 9.it

CLASSIC CLOZE

Advantages

- Economical to create, administer, and score, in terms of time and money.
- Supported by research to be a good indicator of foreign language competence. Also its validity as a reading comprehension gauge for native speakers as well as non-native ones has been supported by research.
- Gives real indications as to a student's probability for being able to handle class materials and need for specific instruction.
- Can be easily changed, and thus frequently administered, making it an assessment technique broad enough to cover placement, on-going, and exit criteria needs.
- Yields numerical scores based on assessment done with instructional materials, making it a tool that can fulfill accountability demands as well as determining classroom instruction strategies.

Disadvantages

- Type of text that is selected and the deletion rate that is used will make unpredictable changes in students' scores.
- Performance depends too much on structural skills and not enough on inferential skills to be a real evaluator of reading comprehension.
- A lengthy text is sometimes needed to get enough deletions to cover a broad scope of language levels.
- Confronting total blanks can create reactions of frustration and anxiety in a student.
- Random selection of deletions does not necessarily mean a representative sampling of the terms or skills you want to assess.

RATIONAL DELETION

This format also deals with deleting words from a text, but here you select the type of words to be deleted, instead of following a random numerical formula. Depending on what idea or skill you want to be tested, blank out the words central to the concept that you have targeted.

Sample of Rational Deletion Test

An auto mechanic is tuning up a car. As she is working, she notices that the windshield washers are not working. She calls the owner and he tells the ___1___ to repair them.

The mechanic must first find the ___2___ of the problem. She checks her repair ___3___ and finds these trouble shooting repair suggestions.

1) Check fluid ___4___. Is it ___5___?
2) Check ___6___. Are they damaged, ___7___, or kinked? Are they ___8___ up?
3) Check wiper/washer ___9___. Does it work properly?

1.mechanic 2.cause 3.manual 4.tank 5.full 6.hoses 7.loose 8.plugged 9.switch

Advantages

- Gives greater control over test items, and, consequently, the level of difficulty, and area that is assessed.
- Ties assessment even closer to instruction, as topic covered in class can be target of words to be deleted.

Disadvantages

- Being more targeted can also limit its assessment scope.

CLOZE-ELIDE

Sometimes called the **Cloze-edit or intrusive word technique**, this version alters a given text by inserting extraneous words. The reader edits, or elides, the text by crossing out the extra words that don't belong.

Sample Of Cloze Elide Test

An auto mechanic is tuning up a car. As she is working on the car she discovers that the windshield washers are not working. She calls the owner and he asks the mechanic to lean repair them.

The mechanic must first find the cause of the him problem. She checks her repair manual and finds could these trouble shooting suggestions.

1. Check fluid tank. Is it full?
2. Check as hoses. Are they damaged, loose, or kinked? Are they plugged up?
3. Check electrical selling connections. Are the wires loose?
4. Check wiper/washer read switch. Does it work?

Answers: Extraneous words = lean, him, could, as, selling, read

Advantages

! This is the only format of the Cloze technique that can be mechanically scored, making it even more economical and far-reaching in its possible application.

! Since words are inserted instead of blanked out, the respondent sees a normally printed page with no imposed perceptual boundaries. Having to eliminate rather than create can also lower the anxiety and frustration factors.

Disadvantages

! Can result in problematic scoring as test taker might cross out words which are correct but redundant.

! Having extra words inserted raises the input of stimuli to be processed. This can raise the level of confusion and frustration for the test taker.

C TESTS

The format of this version is again deleting parts of a text. In the C Test, a part of a word is eliminated. Every other word in the text has the last half of that word as the blank to be filled in by the reader.

Sample of C Test

An auto mechanic is tuning up a car. As she is working on the car she discovers that the windshield washers are not working. She ca_1_ the ow_2_ and h_3_ asks t_4_ mechanic t_5_ repair th_6_.

The mech_7_ must fi_8_ find t_9_ cause o_10_ the prob_11_. She che_12_ her rep_13_ manual a_14_ finds th_15_ troubleshooting sugge_16_:

1. Check fl_17_ tank. I_18_ it fu_19_?
2. Check ho_20_. Are th_21_ damaged, lo_22_, or kinked? Are th_23_ plugged u_24_?

1.calls 2.owner 3.he 4.the 5.to 6.them 7.mechanic 8.find 9.the 10.of 11.problem 12.checks 13.repair 14.and 15.these 16.suggestions 17.fluid 18.is 19.full 20.hoses 21.they 22.loose 23.they 24.up

Advantages

↑ Solves the problem of a variable deletion rate affecting the students' scores.

↑ Has a more reliable and objective scoring since there is just one sure answer instead of having to weigh possible synonyms.

↑ Gives more linguistic clues and less anxiety to the test taker by supplying the first part of the word that is needed.

↑ Uses a variety of short texts and larger number of deletions, enhancing the representative nature of the language being sampled.

Disadvantages

↓ More blanks in text could mean more frustration for student despite having more language clues given.

↓ Has the least research to validate it, as the C Test format is one of the latest to be developed.

WHAT Do Most People Presently Use the Cloze For?

In most present day assessment practices, the Cloze is used as a test of the student's language level and needs.

- Several handbooks presently available that touch on the combination of vocational education and assessment recommend creating a Cloze test as part of the **initial** language proficiency assessment to be done with LEP students.

- A survey of bilingual vocational programs found that the Cloze test was the most frequently created tool for assessing reading comprehension levels and **placing** the students accordingly.

- ESL programs also often create Cloze tests as an **initial** placement instrument or part of the evidence needed for successful exit.

However, as a result of earlier development work on this Handbook, we found that the Cloze format can also be made into a **classroom activity** which the teacher can easily construct and extensively apply.

☞ **Pages 21-22 of this chapter** provide suggestions for using the Cloze format for some alternative teaching/assessment purposes.

In the instances when the Cloze is used as a test, it is important to note that the format tests the appropriateness of the level of a certain text or materials. It can "test" whether certain books could be the effective learning tools an educator wants for a student.

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WHY ?

As we explained in defining the Cloze technique, the term "cloze" was taken from the gestalt concept of "closure". There is no exact word in English for the German word gestalt, but it refers to a unified whole, a patterned configuration that has been placed together. According to the Gestalt theory of learning, our brain naturally works to fill in gaps of what we perceive as the total picture to be processed.

The theories developed by the Gestalt school of psychology came out of Germany around the turn of the century. Researchers there led the field in trying to understand human behavior and thought processes. Today many of their theories have been expanded by American cognitive scientists, such as Schank in his work with artificial intelligence.

> **We have frames, knowledge structures ... that enable us to do a 'paint by numbers' thinking process, filling in the blanks to be able to see the whole process... This phenomenon of 'filling in the blanks' in your knowledge pervades every aspect of your thinking.**
>
> (Schank, 1991, p.57)

Since language serves as a vehicle of our thought processes, many linguists feel that this mental fill-in-the-blank mechanism makes an intricate tie between words and thoughts. The Cloze format therefore serves to test some of the important skills required in processing language, such as:

1) The ability to allow for an incomplete or distorted message

2) The ability to recognize textual redundancy

3) An awareness of the context of the utterance

4) The ability to anticipate the language that will follow

Based on that theory, the Classic Cloze test format was originally developed in the early 1950s as a test of the difficulty of reading passages for native speakers. During the 1970s, it received particular attention from researchers as an indicator of overall ESL proficiency, and modifications of the basic format began to evolve.

The variations presented in this Handbook are examples of how the format has been modified to correct some of the criticisms of how the theory was initially applied. Each variation represents a slightly different school of thought about the process involved. We summarized some of these critical differences in

☞ "Advantages" and "Disadvantages" listed on pages 3-6 of this chapter.

HOW?

In the preceding sections of this chapter, we explained **what** is involved in the various forms of the Cloze techniques, **why** they are used, and **what** are some of the advantages and disadvantages of each one.

In this section, you will find

- ☑ **HOW** can Cloze activities indicate students' needs and classroom strategies?
- ☑ **HOW** to develop and administer each type of the Cloze?
- ☑ **HOW** can the Cloze formats be used for more than just placement?

HOW Cloze Activities Can Indicate Students' Needs and Classroom Strategies.

Once the student has finished the Cloze activity, correct and convert right answers into percentages. (For example, if your text has 25 deletions, then 10 correctly filled in words would be a 40% score. Accept synonyms.)

Manuals differ in their interpretations of the levels meant by the resulting scores, and most advise that the scores cannot be taken rigidly. To give some guideline averages, we compiled the tables given by Guerin (1983), Vernon (1984), Thomas et.al. (1991), and Lopez-Valadez and Reed (1988). Percentages are not exact because some flexibility should be given on both the high and low sides.

♦	0-25%	The material will be very hard for the student. Student will need considerable ESL assistance and reliance on native language. Teachers should look for much simpler ways to present materials and rely heavily on visual aids.
♦	30-43%	Will need ESL assistance and reliance on native language, but use of English can be introduced early on. Teachers should initially use simplified materials and have students do follow through work on team basis, or in groups.
♦	44-58%	Should be able to handle much of the reading in the program with instruction at a reasonable rate. Teachers can expect student to follow written materials and instructions with the guidance usually given to the average native speaker.
♦	60% +	Should be able to handle the material on own with little need for extra clarifications. Teacher can assign more independent projects at this level and rely on student to take the lead in group situations involving reading materials.

HOW to Develop and Administer Each Type of the Cloze

CLASSIC CLOZE

This most common format presents the text with every nth word randomly deleted. The reader must call on his/her language storage and comprehension to fill in the blanks with the appropriate words that complete the text.

Steps to Be Taken and Factors to Be Considered in Developing Activity

1) Select the prose text to be used for the test. This is more difficult than it sounds, because the type of text selected can greatly, but unpredictably, affect the students' scores.

   To mitigate this factor:

   Look for a text that is as authentic and neutral as possible. This means avoiding texts that are heavy with humor, dialogue, colloquial expressions, and flowery prose. Also avoid texts that are badly written, stylistically marked, or culturally charged.

2) Decide the total number of deletions that you want the text to have. Start deleting **after the second sentence**. We emphasize that you leave the first **two** sentences intact, because most handbooks instruct to leave only the first one before starting the deletions. However, confronting a page with blanks can be a confusing, and consequently frustrating task.

To mitigate this factor:

Start the text with several complete lines that give an idea of what is expected to be developed. Educators that work with native speakers who have difficulty with language use the rule of thumb that **two** full opening sentences are needed to start with less confusions. We feel that this more complete approach should be the modification needed when assessing all students who are limited in language proficiency.

3) Decide the rate you will follow to delete every nth word in the chosen text. Again, the choice is one to make with care, since it can affect the assessment outcome.

The common range is from every 5th to every 10th word. Most vocational handbooks suggest deleting every fifth word, creating a shorter test that is quicker to administer.

However, studies done with Israeli students (Raatz, 1985) showed that making deletions fewer than **every seventh word** increases the frustration and irritation that students can experience with the test. Going as high as every 10th word creates another problem by requiring too lengthy a text.

To mitigate this factor:

Try the rate of deleting every 7th or 8th word. Do not include in the deletions proper nouns or numbers.

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4) Show the students a sample text of what is expected of them. Take them through a trial, very short version, having them follow on their own papers what you are doing and explaining. When they are doing the actual test on their own, note how long it takes them, how much they might struggle with the exercise.

RATIONAL DELETION

This format also deals with deleting words from a text, but here you must select the type of words to be deleted, instead of following a random numerical formula. Depending on what idea or skill you want to be tested, you blank out the words central to the concept that you have targeted.

Steps to Be Taken and Factors to Be Considered in Developing Activity

1) Select the prose text to be used for the test. This is more difficult than it sounds, because the type of text selected can greatly, but unpredictably, affect the students' scores.

To mitigate this factor:

Look for a text that is as authentic and neutral as possible. This means avoiding texts that are heavy with humor, dialogue, colloquial expressions, and flowery prose. Also avoid ones that are badly written, stylistically marked, or culturally charged.

2) Decide the total number of deletions that you want the text to have. Start deleting **after the second sentence**. We emphasize that you leave the first **two** sentences intact, because most handbooks instruct to leave only the first one before starting the deletions. However, confronting a page with blanks can be a confusing, and consequently frustrating task.

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To mitigate this factor:

Start the text with several complete lines that give an idea of what is expected to be developed. Educators that work with native speakers who have difficulty with language use the rule of thumb that **two** full opening sentences are needed to start with less confusions. We feel that this more complete approach should be the modification needed when assessing all students who are limited in language proficiency.

3) The words that you delete depend on what topic or particular skill you want assessed. The VESL teacher might target the words that correspond to a grammatical structure being taught in the class. The carpentry teacher might focus on the words in the text that describe the tools he has just shown students to use.

4) Show the students a sample of what is expected of them. Take them through a trial, very short version, having them follow on their own papers what you are doing and explaining. When they are doing the actual test on their own, note how long it takes them, how much they might struggle with the exercise.

CLOZE ELIDE

Sometimes called the **Cloze-edit** or **intrusive word technique**, this version alters a given text by inserting extraneous words. The reader edits, or elides, the text by crossing out the extra words that don't belong.

Steps to Be Taken and Factors to Be Considered in Developing Activity

1) Select the prose text to be used for the test. This is more difficult than it sounds, because the type of text selected can greatly, but unpredictably, affect the students' scores.

To mitigate this factor:

Look for a text that is as authentic and neutral as possible. This means avoiding texts that are heavy with humor, dialogue, colloquial expressions, and flowery prose. Also avoid ones that are badly written, stylistically marked, or culturally charged.

2) Decide the total number of insertions that you want the text to have. Start inserting **after the second sentence**. We emphasize that you leave the first **two** sentences intact, because most handbooks instruct to leave only the first one before starting the insertions. However, confronting an altered text can be a confusing, and consequently frustrating task.

To mitigate this factor:

Start the text with several intact lines that give an idea of what is expected to be developed. Educators that work with native speakers who have difficulty with language use the rule of thumb that two full opening sentences are needed to start with less confusions. We feel that this more complete approach should be the modification needed when assessing all students who are limited in language proficiency.

3) Use a set of random numbers from seven to fourteen to count off words in the text. Follow the sequence of random numbers to count and then insert unrelated words into text accordingly.

Leave the first part of each sentence intact; at least 7-10 words remain untouched before new words are inserted. If a word is sequenced to be inserted after a proper noun, put the inserted word back one space in the counting.

4) Show the students a sample of what is expected of them. Take them through a trial, very short version, having them follow on their own papers what you are doing and explaining. When they are doing the actual test on their own, note how long it takes them, how much they might struggle with the exercise.

C TESTS

The format of this version is again that of deleting parts of a text. In the C Test, a **part** of a word is eliminated. Every other word in the text has the last half of that word as the blank to be filled in by the reader.

Steps to Be Taken and Factors to Be Considered in Developing Activity

1) Select the prose text to be used for the test. This is more difficult than it sounds, because the type of text selected can greatly, but unpredictably, affect the students' scores.

To mitigate this factor:

Look for a text that is as authentic and neutral as possible. This means avoiding texts that are heavy with humor, dialogue, colloquial expressions, and flowery prose. Also avoid ones that are badly written, stylistically marked, or culturally charged.

2) Start deleting **after the second sentence.** We emphasize that you leave the first **two** sentences intact, because most handbooks instruct to leave only the first one before starting the deletions. However, confronting a page with blanks can be a confusing, and consequently frustrating task.

To mitigate this factor:

Start the text with several complete lines that give an idea of what is expected to be developed. Educators that work with native speakers who have difficulty with language use the rule of thumb that **two** full opening sentences are needed to start with less confusions. We feel that this more complete approach should be the modification needed when assessing all students who are limited in language proficiency.

3) Since there are many more deletions made using the C Test format, the texts can be very short, and more than one used (some linguists suggest using as many as 5 different texts with 25 deletions in each). Using multiple texts within one test can broaden the areas that can be assessed at one time.

4) Delete the last half of every second word in the text. Words of one letter are ignored for counting purposes. With the words that have an uneven number of letters, delete the extra letter.

5) Show the students a sample of what is expected of them. Take them through a trial, very short version, having them follow on their own papers what you are doing and explaining. When they are doing the actual test on their own, note how long it takes them, how much they might struggle with the exercise.

HOW the Cloze Format Can Be Used for More Than Just Placement Purposes

Too often the Cloze technique is reduced to a passive pencil and paper task which the student confronts "cold turkey" and gets equally cold results.

However, the Cloze format presents possibilities that can extend beyond its most common current use for placement purposes. It can be used as a formative, on-going assessment tool that is part of the instructional process.

We have shown modified versions of the Cloze format to illustrate that a basic tool can take several different forms depending on the different factors which are taken into account. By adding other steps, the Cloze technique can be modified further for the benefit of both student and teacher. A classroom teacher can structure a Cloze activity to gain assessment insights into the needs and levels of students in the class who might respond better to multi-modality means of communication.

1) After the initial diagnostic administration of the text with deletions, give the full, original text to the student. Have him/her go through and underline the parts he/she doesn't understand.

   This takes the student into the assessment process on a metacognitive level, giving the student the opportunity to assess what he/she does or does not know.

   It also lays the foundation for taking the process even further and into the oral area.

2) After the student has read through and marked the full text, he/she is then asked to read it aloud (Here it is stressed that a teacher should never give any student, much less someone with little linguistic confidence, something totally unfamiliar to read aloud). The student then discusses it ("discuss" is important, since the student also has questions, not just the usual situation of being pressed for answers).

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The Foreign Service Rating Scale for Oral Proficiency, or the Slalom Scale, are methods that can be used to determine verbal fluency as the student discusses the text. Those scales are given as guidelines in the Handbook's chapter on Interviews.

☞ **Chapter 5 - Interviews, page 10.**

3) The next step involves applying a technique frequently used in any learning situation dealing with language development interference. To carry the modifications of the Cloze into a more complete procedure, the student is again given the original deleted text that was the introduction to the whole process.

Now that the student has worked with the complete text using different modalities, he/she tries again to fill in the blanks.

This gives an idea of short term memory storage as well as a way of seeing how deep the confusions are and how many repeated exposures to new stimuli might be needed for the student to incorporate the information.

WHERE?

Handbooks That Contain Suggestions for Constructing and Using the Cloze Test

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RATING SCALES

WHAT ?

The Rating Scale is one of the simplest forms of assessment through observation. With a format that is essentially a listing of what you want to know, Rating Scales give a clear procedure for judging a student's performance relative to specific criteria.

Some people use **"Rating Scales"** and **"Checklists"** interchangeably, as if they meant the same thing. They both are based on one basic premise, but they are really two different approaches.

- A **Checklist** is a much simpler form. It is a guide to follow for quickly checking whether something has been done or not, giving the basic **"yes-no"**, bottom line information. Obviously, this format is not a very sensitive instrument, but it can be an efficient one in certain situations.

- A **Rating Scale** indicates how well a task or behavior is being done on a **continuum** of possible levels. It marks at what stage or to what degree something is **being** done, giving depth to the information that can be gathered through this technique.

We provide one example of a Checklist in the **HOW** section of this chapter (page 37). However, our principal focus and use of the term, Rating Scale, is to explain the use of a continuum in determining different levels of the factors to be assessed.

WHAT Are the ADVANTAGES and DISADVANTAGES of Using A Rating Scale?

↑ ADVANTAGES

- **A way to get direct, meaningful information.** You observe and evaluate what you are seeing. Especially for LEP students, doing rather than explaining can convey a more accurate picture of abilities.
- **Easy to construct and administer.**
- **Provides clear procedures and results.**
- **Can be frequently and unobtrusively administered.**
- **Can be used for entry, on-going, and/or exit assessment.**

↓ DISADVANTAGES

- **Can be very subjective.** This "distractor" can be somewhat controlled by establishing clear-cut criteria, but still, one person might judge a situation differently than another.
- **Lack of validity,** in statistical, technical sense of the word.
- **Has a high "fickleness of the moment" factor.** Responses can vary according to moods, interactions of particular people, or other temporary and difficult to control influences. As one vocational curriculum developer in Ohio explained to us: "There's always the risk that the performer will remind the evaluator of his nerdy brother-in-law and get flunked automatically."

WHAT Type of Scales Are Some Educators Using To Rate Vocational Competencies and Behaviors?

Rating Scales can be applied to a wide variety of situations and in flexible formats. Teachers, mentors, vocational trainers and even computerized systems are applying the concept of Rating Scales to evaluate work competencies, habits and behaviors. Some examples from the field of possibilities we thought to be most representative of the spectrum are presented here.

I. For Evaluating Vocational Competencies

When a Rating Scale is used to assess vocational competencies, there are three possible scopes of evaluation. We give examples of each, starting with the most basic and going to the most extensive as follows:

1) Specific Task Performance

2) Coursework Competencies

3) Career Competencies Across Integrated Curriculum

1) **Specific Task Performance.** A Rating Scale can show how close a student is to mastering a particular performance objective. The steps that are involved in carrying to completion a specific task are outlined and each part is rated for the level of competency.

☞ **Figure 7-1 (next page)** is from a program for training LEP employees to be more proficient with the telephone. It shows the message that was practiced, the response form to be completed and the Rating Scale that was used to test the competency with which the student did the exercise.

Example of a Simulated Telephone Call Requiring a Written Message and Response Form Student is expected to complete.

Operator: Hello, Adult ESL.
Caller: May I speak to Timmie Walker?
Operator: I'm sorry but she is not available, she won't be in till tomorrow.
Caller: Could you tell her that Bob Thomas from DAC called.
Operator: What does DAC stand for?
Caller: Development Assistance Corporation.
Operator: Was that "Systems Corporation"?
Caller: No. "A S S I S T A N C E".
The number is (603) 742-6300
Operator: Is there an extension?
Caller: No. Please tell her that it is very important that I speak with her tomorrow about the training I will be doing at the company next week.
Operator: I will.

IMPORTANT MESSAGE

TO ______________________________

DATE ______________________ TIME __________ A.M. P.M.

WHILE YOU WERE OUT

M ______________________________
OF ______________________________
Area Code
&Exchange ______________________________

TELEPHONED	☐	PLEASE CALL	☐
CALLED TO SEE YOU	☐	WILL CALL AGAIN	☐
WANTS TO SEE YOU	☐	URGENT	☐
RETURNED YOUR CALL	☐		☐

MESSAGE ______________________________
____

OPERATOR ______________________________

Performance Test for Telephone Role Play

TASK	Record telephone messages
PERFORMANCE OBJECTIVE	In a classroom role play, record all the information for a telephone message on a "While You Were Out" message pad at the level percent of full competency.
RELATED COMMUNICATIVE COMPETENCIES	· Understand speech over the phone. · Report/write factual information. · Ask for clarification. · Ask for additional/complete information. · Ask for/record the spelling of names. · Read, understand and use message pad.

ITEM	CRITERIA FOR FULL CREDIT	0	1	2	NOTES
1. To	first & last names				
2. Date	month, day (& year)				
3. Time	hour & minute (circle AM or PM)				
4. M	complete M (Mr., Mrs., Ms.), first & last names				
5. of	name of organization				
6. Area code & exchange	area code & exchange, extension if given				
7. Call box check	check appropriate box(es)				
8. Message, content	include all information given				
9. Message, mechanics	correct spelling & grammar clear & legible				
10. Operator	first & last names				TOTAL SCORE
	SCORE				

Rating: 0 = missing 1 = partial 2 = complete
Criteria for Competency: 20 = full competency 16-19 = minimal competency below 16 = below competency
Trainee Date Attempt Trainer's Signature

Source: Thomas, Grover, Cichon, Bird, & Harns 1991

Figure 7-1

2) **Coursework Competencies within Vocational Education Curriculum** Rating Scales can be used to cover the skills students are expected to develop during the entire course of study in a vocational class. It looks at the multitude of competencies that pertain to a whole subject area of learning.

☞ **Figure 7-2 (next page)**, shows a Rating Scale used for evaluating the competencies to be developed by students taking an Auto Mechanic's Helper Course.

AUTO MECHANIC'S HELPER COURSE COMPETENCIES

Rating Scale:
4 - Skilled - Can work independently (no supervision)
3 - Moderately skilled - Can perform job completely with limited supervision
2 - Limited skill - Requires instruction and close supervision
1 - No exposure/No experience or knowledge in this area

SKILL(S) TO BE RATED	4	3	2	1
SHOP SAFETY				
1. Demonstrate personal safety on job.				
2. Use protective and appropriate clothing (shoes, goggles, etc.).				
3. Recognize and eliminate hazardous conditions to avoid accidents.				
4. Use chemicals and cleaners safely.				
CARE AND USE OF HAND TOOLS				
1. Identify hand tools by name.				
2. Identify hand tools by purpose (use).				
3. Use hand tools safely.				
CARE AND USE OF MECHANICAL EQUIPMENT				
1. Identify mechanical equipment by name.				
2. Identify mechanical equipment by purpose.				
3. Use mechanical equipment properly and safely.				
SERVICES AND PROCEDURES				
1. Use a flat rate manual.				
2. Use a service manual.				
3. Fill out a shop ticket.				
4. Lock up parts in parts book.				
BRAKES				
1. Identify all moving parts of brake system.				
2. Differentiate between disc and drum brake systems.				
3. Inspect brake system.				
4. Use chemicals and cleaners safely.				
5. Rebuild wheel cylinder.				
6. Repack wheel bearings.				
7. Replace oil seals.				
8. Remove and replace brake pads and shoes.				
9. Turn drums and rotors on lathe.				
10.Adjust and bleed brake system.				

Source: Lopez-Valedez, J. and Reed. (1989)

Figure 7-2

Page 6

3) **Career Competencies Across Integrated Curriculum.** This is an ambitious but possible undertaking. It is so extensive that perhaps it is more feasible for administrators or counselors than teachers, at least for organizational reasons. A list can be compiled of the vocational competencies needed to obtain and retain employment after completion of schooling. The teachers of all the courses involved in the program rate the students on the degree of job readiness displayed with regards to the list of needed skills.

☞ **Figure 7-3 (pages 8-10)** shows the inside contents of the "Career Portfolio" developed by the University of North Texas. Through a grant from the Texas Education Agency, a study was made of vocational related competencies needed by special needs students to obtain and retain employment upon graduation from high school. The consequent Rating Scale is illustrated in reduced format here.

Rating Vocational - Related Competencies

DIRECTIONS
Evaluate the student, using the Rating Scale on the right. Check the appropriate number to indicate the degree of competency. The rating for each of the tasks should reflect job readiness rather than the grade given in the class.

Rating Scale
N - No exposure - **no experience** or knowledge in this area
1 - Student has been **introduced** to the competency
2 - Student has some ability to perform the competency; requires **frequent supervision**
3 - Student can perform the competency with **limited supervision**
4 - Student can perform the competency **independently** with no supervision; **job ready**

EMPLOYABILITY SKILLS (Competencies that will enable an individual to obtain and retain a job.)

The student can :	SCALE
1. Establish realistic career/goals	N 1 2 3 4
2. Display a positive attitude toward work (work ethic)	N 1 2 3 4
3. Demonstrate a good record of attendance	N 1 2 3 4
4. Display punctuality at school, work and following breaks	N 1 2 3 4
5. Display pride in work	N 1 2 3 4
6. Demonstrate honesty	N 1 2 3 4
7. Demonstrate dependability	N 1 2 3 4
8. Observe and follow classroom/work rules and regulation	N 1 2 3 4
9. Display initiative (e.g., begin work without being asked, assume additional responsibility, help others voluntarily)	N 1 2 3 4
10. Work at a constant pace.	N 1 2 3 4
11. Manage time appropriately	N 1 2 3 4
12. Demonstrate work stability (remains on the job/task until completed)	N 1 2 3 4
13. Work efficiently under pressure or within time limits	N 1 2 3 4
14. Keep work area clean	N 1 2 3 4
15. Display respect for other people	N 1 2 3 4
16. Show respect for property of others	N 1 2 3 4
17. Seek help when needed	N 1 2 3 4
18. React appropriately to constructive criticism	N 1 2 3 4
19. Accept praise appropriately	N 1 2 3 4
20. Assume responsibility for own actions/behaviors	N 1 2 3 4
21. Demonstrate appropriate reactions to own mistakes (e.g., acceptance, correction)	N 1 2 3 4
22. Demonstrate appropriate problem-solving skills (e.g., identify problem, list possible solutions, select a solution, evaluate results)	N 1 2 3 4
23. Demonstrate willingness to learn new skills/information	N 1 2 3 4
24. Demonstrate adaptability to changing situations	N 1 2 3 4
25. Follow safety regulations	N 1 2 3 4
26. Respond appropriately to classroom and/or job related emergencies	N 1 2 3 4
27. Practice good hygiene/grooming	N 1 2 3 4
28. Dress appropriately for work/specific job	N 1 2 3 4
29. Correctly complete a job application	N 1 2 3 4
30. Demonstrate appropriate job interviewing skills	N 1 2 3 4
31. Demonstrate the ability to complete a job resume	N 1 2 3 4

FIGURE 7-3

Source: Career Portfolio, University of North Texas

GENERALIZABLE SKILLS (Competencies which are basic, necessary and transferable, or common, across vocational programs and jobs. These competencies are commonly believed to be necessary for success in vocational programs and employment.) (Greenan,1986)

MATHEMATICS SKILLS	SCALE
Whole Numbers	
1. Read, write, and count single digit whole numbers	N 1 2 3 4
2. Read, write, and count multiple digit whole numbers	N 1 2 3 4
3. Add and subtract single digit whole numbers	N 1 2 3 4
4. Add and subtract multiple digit whole numbers	N 1 2 3 4
5. Multiply and divide single digit whole numbers	N 1 2 3 4
6. Multiply and divide multiple digit whole numbers	N 1 2 3 4
7. Use addition, subtraction, multiplication, and division to solve word problems with single and multiple digit whole numbers.	N 1 2 3 4
Fractions	
8. Read and write common fractions	N 1 2 3 4
9. Add and subtract common fractions	N 1 2 3 4
10. Multiply and divide common fractions	N 1 2 3 4
11. Solve word problems with common fractions	N 1 2 3 4
Decimals	
12. Carry out arithmetic computations involving dollars and cents	N 1 2 3 4
13. Read and write decimals in one or more places	N 1 2 3 4
14. Round off decimals to one or more places	N 1 2 3 4
15. Add and subtract decimals in one or more places	N 1 2 3 4
16. Solve word problems with decimals in one or more places	N 1 2 3 4
Measurement and Calculation	
17. Use a calculator to perform basic arithmetic operations to solve problems	N 1 2 3 4
COMMUNICATIONS SKILLS	
Words and Meanings	
18. Use plural words appropriately in writing and speaking	N 1 2 3 4
19. Use appropriate contractions and shortened forms of words by using an apostrophe in writing and speaking	N 1 2 3 4
20. Use appropriate abbreviations of words in writing and speaking	N 1 2 3 4
21. Use appropriate word choices in writing and speaking	N 1 2 3 4
Reading	
22. Restate or paraphrase a reading passage to confirm understanding of what was read	N 1 2 3 4
23. Read and understand forms	N 1 2 3 4
24. Read and understand short notes, memos, and letters	N 1 2 3 4
25. Understand the meanings of words in sentences	N 1 2 3 4
26. Use a standard dictionary to obtain the meaning, pronunciation, and spelling of words	N 1 2 3 4
27. Use the telephone book to look up names, telephone numbers, and other information to make local and long distance calls	N 1 2 3 4
Writing	
28. Compose logical and understandable written correspondence, memos, short notes, or reports	N 1 2 3 4
29. Write understandable statements, phrases or sentences to accurately fill out forms	N 1 2 3 4
Speaking	
30. Speak fluently with individuals or groups	N 1 2 3 4
31. Pronounce words correctly	N 1 2 3 4
32. Speak effectively using appropriate behaviors such as eye contact, posture, and gestures	N 1 2 3 4
Listening	
33. Restate or paraphrase a conversation to confirm what was said	N 1 2 3 4
34. Ask appropriate questions to clarify another's written or oral communication	N 1 2 3 4

FIGURE 7-3 (con't)

Source: Career Portfolio, University of North Texas

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JOB SPECIFIC SKILLS (Competencies that will enable an individual to work effectively on a specific job)

Note: In addition to the competencies listed below, a competency profile of the specific job title should be obtained from the vocational instructor, or a job analysis should be conducted with the employer.

The student can:	SCALE
1. Seek clarification of unclear directions or assignments	N 1 2 3 4
2. Use and care for tools, materials, and equipment	N 1 2 3 4
3. Produce quality products	N 1 2 3 4
4. Follow directions for a specific task	N 1 2 3 4
5. Follow one-step directions correctly	N 1 2 3 4
6. Follow multiple step directions correctly (e.g., two to five steps)	N 1 2 3 4
7. Show recognition of authority figures and supervisors and their roles	N 1 2 3 4
8. Display loyalty to school/company/job	N 1 2 3 4

WORK RELATED SOCIAL SKILLS (Competencies that will enable an individual to establish effective interpersonal relationships on the job)

1. Display behavior that is age appropriate	N 1 2 3 4
2. Work effectively under different styles of supervision	N 1 2 3 4
3. Work cooperatively as a member of a team	N 1 2 3 4
4. Get along and work effectively with people of different personalities	N 1 2 3 4
5. Show up regularly and on time for activities and appointments	N 1 2 3 4
6. See things from another point of view	N 1 2 3 4
7. Engage appropriately in social interaction and situations	N 1 2 3 4
8. Speak with others in a relaxed and self-confident manner	N 1 2 3 4
9. Compliment and provide constructive feedback to others at appropriate times	N 1 2 3 4
10. Initiate and maintain friendly conversations with another individual	N 1 2 3 4
11. Initiate, maintain, and draw others into friendly group conversations	N 1 2 3 4
12. Join in friendly group conversations	N 1 2 3 4
13. Express complaints appropriately	N 1 2 3 4
14. Avoid arguments	N 1 2 3 4
15. Help others without being asked	N 1 2 3 4
16. Help others when asked	N 1 2 3 4
17. Show control of emotions and behaviors	N 1 2 3 4
18. Demonstrate appropriate manners in a social setting	N 1 2 3 4

SELF HELP/INDEPENDENT LIVING SKILLS (Competencies that will enable an individual to live independently in the community)

The student can:	
1. Provide correct personal information when asked (i.e., name, address, phone number, social security number)	N 1 2 3 4
2. Read and display recognition of street signs	N 1 2 3 4
3. Cross the street independently	N 1 2 3 4
4. Use public transportation (e.g. bus, taxi)	N 1 2 3 4
5. Demonstrate ability to order food from a menu	N 1 2 3 4
6. Demonstrate the ability to read labels (e.g. food, packages)	N 1 2 3 4
7. Purchase food and groceries	N 1 2 3 4
8. Buy and care for personal clothing	N 1 2 3 4
9. Select clothing appropriate for weather and activity	N 1 2 3 4
10. Demonstrate ability to use laundry products appropriately (e.g., at home, commercial facilities)	N 1 2 3 4
11. Perform basic household tasks	N 1 2 3 4
12. Ingest medication as prescribed	N 1 2 3 4
13. Correctly count money and make change	N 1 2 3 4
14. Demonstrate appropriate money management through planning and budgeting	N 1 2 3 4
15. Conduct bank transactions (e.g., checking account, savings account)	N 1 2 3 4
16. Obtain help in emergency situations	N 1 2 3 4
17. Plan use of leisure time for hobbies and recreational activities	N 1 2 3 4

FIGURE 7-3 (con't)

Source: Career Portfolio, University of North Texas

II. For Evaluating Work Behaviors and/or Habits

Looking through the multitude of Rating Scales being used to assess behavior pertinent to a profession, you can see a common denominator. Even though the Rating Scales were independently constructed by different programs or used in different schools, a "Top Ten" listing of common behaviors are repeatedly targeted for assessment.

Often called "soft skills", or even the "warm fuzzies", these qualities generally make a worker:

- dependable,
- efficient, and
- a team member that can contribute positively to collective efforts resolving problems to "get the job done".

The fact that the same qualities are so frequently listed will come as no surprise to anyone who has read the SCANS report, or other studies of what students need to develop to succeed in today's workplace. So in the examples we present here, you won't find major differences in the actual listings or descriptions of the behaviors to be rated.

The differences we seek to illustrate are in the ways that the habits can be rated.

☞ **Figure 7-4 (next page)** shows a "Situational Assessment of Work Habits" that uses an open continuum to rate from one described extreme to another.

☞ **Figure 7-5 (pages 13-14)** shows a "Supervised Practical Experience Evaluation Form" in which a student's performance on the job can be rated according to three established levels of proficiency.

SITUATIONAL ASSESSMENT OF WORK HABITS

Student ________________ Date ____________

Rater ________________ School ____________

On the basis of your knowledge of the student, assess him/her on the following continuum:

X	X APPLIES	INCLINED TO X	INCLINED TO Y	Y APPLIES	Y
1. INITIATIVE Student usually follows through on instructions.	←——	———	———	——→	Student fails to follow instructions.
2. QUALITY OF WORK Student's work is done correctly and carefully.	←——	———	———	——→	Student's work is not done correctly or carefully.
3. QUALITY OF WORK Student's productivity is consistently high.	←——	———	———	——→	Student's productivity is low.
4. Student rarely wastes time.	←——	———	———	——→	Student often wastes time.
5. HUMAN RELATIONS Student relates well to peers.	←——	———	———	——→	Student does not relate well to his peers.
6. Student works well on joint tasks.	←——	———	———	——→	Student does not work well on joint tasks.
7. ACCEPTANCE OF AUTHORITY Student accepts unpleasant tasks when assigned.	←——	———	———	——→	Complains about unpleasant tasks when assigned.
8. ATTITUDE Student is neat, alert, and involved.	←——	———	———	——→	Student is sloppy, sluggish, and uninvolved.
9. ABILITY TO FOLLOW INSTRUCTIONS Student can understand most verbal directions.	←——	———	———	——→	Student cannot understand verbal directions.
10. Student can understand most written directions.	←——	———	———	——→	Student cannot understand written directions.
11. PERSISTENCE Student stays on difficult tasks.	←——	———	———	——→	Student does not stay on difficult tasks.
12. TEACHER'S OVERALL REACTION TO STUDENT Student should succeed in vocational program of his/her interest.	←——	———	———	——→	Student will have difficulty succeeding in vocational program without assistance.

Please recommend any support service that would benefit this student in realizing success in future vocational programs.

____ESL Support

____Remedial Math

____Remedial Reading

____Job seeking skills

____Curriculum Modification

____Counseling by School counselor

____Other

Source: North Carolina Vocational Association

Figure 7-4

Supervised Practical Experience Evaluation Form

Directions: Evaluate and rate the performance of the student listed below. Complete the form (Front and Back) using the Ratings (described below). Add comments about the student's performance and sign the form. Discuss the evaluation with the student.

Student ______________________________ School/Center ________________________________

Job title ______________________________ Training period ________________________________

RATINGS:
Advanced - superior performance, demonstrates outstanding skill
Proficient - competent performance, demonstrates satisfactory skill
Unsatisfactory - Inadequate performance, skill needs much improvement

	Advanced	Proficient	Unsatisfactory	N/A
I. Personal Skills				
Appearance	_____	_____	_____	_____
Attitude	_____	_____	_____	_____
Time management	_____	_____	_____	_____
Ethical behavior	_____	_____	_____	_____
II. Interpersonal Skills				
Cooperation	_____	_____	_____	_____
Interaction	_____	_____	_____	_____
Shared responsibilities	_____	_____	_____	_____
Leadership	_____	_____	_____	_____
Conflict resolution	_____	_____	_____	_____
III. Thinking & Problem Solving Skills				
Creative thinking	_____	_____	_____	_____
Critical problem solving	_____	_____	_____	_____
Information gathering	_____	_____	_____	_____
Mathematical reasoning	_____	_____	_____	_____
IV. Communication Skills				
Speaking	_____	_____	_____	_____
Listening	_____	_____	_____	_____
Following directions	_____	_____	_____	_____
Writing	_____	_____	_____	_____
Telephone skills	_____	_____	_____	_____
V. Occupational Safety				
Understanding	_____	_____	_____	_____
Materials and equipment	_____	_____	_____	_____
VI. Technology Literacy				
Basic technology	_____	_____	_____	_____
Overall Rating	_____	_____	_____	_____

Figure 7-5

Source: Career-Technical Assessment Project Portfolio - p. 111, Teacher Guidebook
California Department of Education and Far West Laboratory

Complete this section to evaluate the student's performance on additional Model Curriculum Performance Standards, areas of training, and/or occupational competencies.

Area______________________________ Cluster______________________________________

Standards, Areas of Training, Competencies	Advanced	Proficient	Unsatisfactory	N/A
1.________________________	_____	_____	_____	_____
2.________________________	_____	_____	_____	_____
3.________________________	_____	_____	_____	_____
4.________________________	_____	_____	_____	_____
5.________________________	_____	_____	_____	_____
6.________________________	_____	_____	_____	_____
7.________________________	_____	_____	_____	_____
8.________________________	_____	_____	_____	_____
9.________________________	_____	_____	_____	_____
10.________________________	_____	_____	_____	_____

Comments on student's performance____

____

____

Evaluator's signature_______________________________________ Date ____________________

Title____

Student's comments (optional)____

____

____

Student's signature_______________________________________ Date____________________

Instructor's signature_____________________________________ Date____________________

(Attach training plan, if available. Store completed evaluation form in student's portfolio.)

Figure 7-5 (con't)

Source: Career-Technical Assessment Project Portfolio - p. 111, Teacher Notes for Work Samples
California Department of Education and Far West Laboratory

☞ Figure 7-6 (next page) shows "A Work Behavior Rating Scale" that rates observed students' performance in degrees of reaching "competitive standards in employment".

☞ Figure 7-7 (page 17) shows a "Worklink™ Teacher Rating" that makes a compact, computerized rating of a student's classroom attitude and effort. Educational Testing Service (ETS) developed the five-point scale going from "Highest" to "Lowest" as part of the results given when a student takes the "Worklink™" test battery. ETS designed the standardized tool for giving a work-related synopsis of high school performance.

WORK BEHAVIOR Rating Scale

Rating Key:

E	**Excellent**	-	Performance exceeds usual competitive standards in employment.
VG	**Very Good**	-	Performance meets usual competitive standards in employment.
G	**Good**	-	Good performance, not quite equivalent to competitive standards in employment.
F	**Fair**	-	Although generally acceptable, considerable improvement and/or consistency required to attain competitive standards.
P	**Poor**	-	Below average performance, behavior requires special supervisory or professional staff attention.
NA	**Not Applicable**		

Worker Trait	Rating	Comments
1. Attendance		
2. Punctuality		
3. Grooming, hygiene, dress		
4. Mood		
5. Understanding of oral instructions		
6. Understanding of written instructions		
7. Understanding of instructions when shown		
8. Overall memory for instructions		
9. Attention and concentration		
10. Work methods and organization		
11. Quality of work performed		
12. Speed and accuracy of tasks completed		
13. Consistency of tasks performed		
14. Safety awareness and habits		
15. Motivation for work		
16. Initiative		
17. Adaptability (i.e., acceptable reaction to change in work assignment)		
18. Frustration tolerance (i.e., ability to react appropriately to unpleasant or monotonous tasks		
19. Overall ability to get along with co-workers		
20. Ability to work on tasks with co-workers		
21. Acceptance of supervision and/or authority		
22. Tolerance for criticism from supervisor		
23. Amount of supervision required after initial instruction period		
24. Reaction to close supervision		
25. Ability to verbalize complaints/issues appropriately		

Source: Maria Zakula, M.A., C.R.C., 1988

Figure 7-6

Worklink™ Teacher Rating

Student's Name:____

Course Title:____

School Name:____

Teacher's Signature____

HIGHEST RATING = A LOWEST RATING = E

1. Attendance:

A. Virtually perfect attendance
B. Seldom absent
C. Some absences
D. Many absences
E. Seldom attended class

1. A B C D E

2. Punctuality

A. Virtually always on time
B. Seldom late
C. Sometimes late
D. Often late
E. Seldom on time

2. A B C D E

3. Completion of Assigned Work (Whether on time or not)

A. Always complete
B. Most often complete
C. Often complete
D. Often incomplete
E. Most often incomplete

3. A B C D E

4. Punctuality in Handing in Assignments (Whether complete or not)

A. Always on time
B. Most often on time
C. Often on time
D. Seldom on time
E. Never on time

4. A B C D E

5. Paying Attention in Class

A. Always paid attention
B. Most often paid attention
C. Often paid attention
D. Occasionally paid attention
E. Scarcely ever paid attention

5. A B C D E

6. Effectiveness As A Group Member

(Please omit if you had insufficient opportunity to observe performance in a group)

A. Always effective
B. Generally effective
C. Sometimes effective
D. Seldom effective
E. Never effective

6. A B C D E

7. Cooperation in Class

A. Always cooperative
B. Most often cooperative
C. Often cooperative
D. Occasionally cooperative
E. Scarcely ever cooperative

7. A B C D E

FIGURE 7-7

Source: Worklink™, developed by ETS, 1992.

WHY ?

Illustrating the **WHAT** of Rating Scales should also serve to show **WHY** they can be such an effective and far-reaching assessment strategy, especially for bridging language barriers.

Perhaps what is less well known or understood is why it is so important to have the student also be the one doing the ratings.

Businesses are stressing the need for workers to have "self-management skills." Educators and researchers are pinpointing "metacognition" as the foundation needed to assimilate knowledge into meaningful growth. Both the business world and the schools seek the same thing: having students able to monitor their own learning process.

To really be able to go forward with learning, students must develop internal "rating" systems. They have to find ways that work for projecting into a problem and getting back information that will tell them what needs to be done next.

Rating Scales can give students a format to follow for developing those skills, and the practice needed for learning them. By using Rating Scales to rate themselves, students see:

- What they are expected to know
- What they already know
- How well they know it

- How effectively they are using what they know
- How much they still have to learn
- How to best go about doing what still has to be done

Obviously, these are strong reasons why Rating Scales can be an effective assessment/instructional strategy that brings the student actively into the process.

However, like every technique or tool, Rating Scales also have limitations which must be recognized and over-interpretation errors to be avoided.

☞ **On page 2 of this chapter** we list the disadvantages that can skew the results.

All three of the drawbacks stem from the same source: the differences in people and between people that can impact the answers in an uncontrollable manner.

Obviously, personality differences cannot be submitted to statistical control. But they can be better understood, especially in terms of how they can influence people's responses to questions about their own abilities and feelings. Such understanding can help turn "weaknesses" into strengths.

For Example:

1) **A person's self-esteem.** It would make matters less complicated if people who think highly of themselves always record high ratings for themselves, and visa versa for those who have a poor self-image. Unfortunately, such neat lines cannot be drawn.

Students can appreciate their own capabilities, but give themselves low marks at times because they see they haven't accomplished **yet** all that they plan to achieve.

Students can seriously question if they will ever do anything right, yet try to make a brave front for fooling others and themselves by putting high marks on their ratings.

These are valuable insights to get about a person you have to guide, and you can find that out about a student by judicial use of Rating Scales.

2) **Social/cultural norms for expressing and developing self-esteem.** A person's self-esteem is often reflected through the prisms of gender and culture.

This was seen even before recent awareness studies started calling for reassessments of strategies. As early as 1969, statistics revealed that American female students underestimated future performance on intelligence and academic tasks while males tended to overestimate themselves on the same tasks. If a student is from a culture in which females are strongly expected to play passive, secondary roles, in which they downplay and doubt signs of self-assertions, the difference would be even more noticeable.

There are also many different cultures which stress humility as a virtue. Students raised to value humble self-appraisement would think it rude to rate themselves highly. This could be the possible explanation for the statistical results gathered in a study that field-tested a new way to assess the English comprehension of non-native speakers. After completing the English ability test, students filled in self-Rating Scales. An analysis of the results showed that Japanese, Chinese and other Asian students tended, in comparison with other students, to rate themselves lower in ability than their scores actually registered. (Manning, 1987).

HOW ?

Often the hardest question with assessment strategies is how do you take what sounds like a good idea and actually put it into practice? To implement Rating Scales as successfully and painlessly as possible, some answers to the following questions will be helpful:

- ☑ **HOW** are Rating Scales constructed?
- ☑ **HOW** can Rating Scales be modified to better assess LEP students?
- ☑ **HOW** can Rating Scales be used by students to assess vocational situations and their own skills?

HOW To Construct Rating Scales

We introduced this chapter by explaining that a Rating Scale is one of the simplest forms of assessment through observation; that the format is essentially a listing of what you want to know; and that it judges the degree to which certain performances are effective.

Therefore, to make a Rating Scale, there are two main coordinates to be determined and put together:

1) A listing of what you want observed

2) How you will "grade" what you observe

I. Making A List of What You Want To Assess

The steps for doing this are as clear and easy as using the final product should be.

1) First, you think of all the activities involved in doing the task or behavior that you want the student to accomplish.

2) Put the key elements, or steps of the task, in the sequence in which they occur. This sequenced listing of steps collectively gives you the process a worker goes through to complete that task.

3) With some tasks, there is also a desired product (eg., a mailable letter, a workable piece of machinery that has been repaired or replaced). If that is the case, characteristics (appearance, condition, etc.) of the final product can provide useful criteria for assessing performance of the set task.

The appropriate characteristics of the desired product would then be added to the list of steps involved in producing the product.

4) At this point, you will have a complete list of all the student must do to perform the task correctly. Now you need an objective method to evaluate the student's performance, the second coordinate by which you will situate your observations.

II. Determining How the Parts of the Performance Will Be Rated

When a person performs an assigned task, whether in school or on the job, the results are judged by three bottom line criteria:

1) **Effective**
2) **Sometimes Effective**
3) **Needs Work**

From a teacher's perspective, the evaluation will also have the dimension to determine if a student has learned enough to function:

1) **Independently**
2) **With Assistance**
3) **Does Not Perform**

The possibilities for how the basic evaluation points can be expanded, reduced or altered are obviously varied, as we have shown through representative samples of Rating Scales being used in the field. A survey of the different types being used revealed that there are 5 formats which are the most frequently developed.

☞ **Figure 7-8 (next page)** gives an explanation and an example of the five most frequently used Rating Scale Formats.

Careful consideration should be given to choosing the format for the Rating Scale that you design. As one experienced VESL instructor told us, "Each Rating Scale frames the responses. They give the guidelines for how you are going to think about and answer the questions." (Answer on evaluation survey that was part of the Field Test at El Camino Community College, Torrance, California).

Cultural/linguistic factors are already influencing the possible responses of LEP students, even before they begin to follow a format. The special considerations that need to be understood and addressed in developing the most open possibilities for LEP learners are specified in the section that follows.

Rating Scale Formats

TYPE OF SCALE	DESCRIPTION	RESPONSE FORMAT ITEM: "I LIKE SCHOOL"
Checklist	One of a variety of ways to simply check an item as appropriate.	Check one: ______ Yes ______ No
Category rating	Provides words that allow the respondent to select an answer that best characterizes the response to the item.	Select the answer (or item adjective, etc.) that best completes the statement.
Numerical rating	Provides words and numerical representations that suggest equal intervals on a continuum. Can suggest comparability between items.	Circle one number: 1. No agreement 2. Low agreement 3. Medium agreement 4. High agreement 5. Total agreement
Graphic rating	A linear representation that suggests a continuum with equal intervals. One of the best procedures, combining words with space.	Check on the scale: Very much | Some what | Some | Not much | Very little
Forced-choice item	Requires the selection of a response from among a set of equally attractive, unpleasant, or otherwise similar choices.	Check one: __ Never __ Almost never __ Sometimes __ Almost always __ Always

Figure 7-8

Source: Guerin & Maier, 1983, p. 101

HOW Rating Scales Can Be Modified To Better Assess LEP Students

The idea of Ratings Scales, per se, can stand on its own as one of the fairest assessment concepts for use with LEP students. The chance to actively show a skill instead of struggling to explain it presents possibilities that can enable, rather than limit, the learning process.

The presentation and application of Rating Scales determine if the concept will reach its potential. Like every assessment strategy, a Rating Scale has some drawbacks and possible pitfalls.

☞ See " Advantages-Disadvantages" in this Chapter, page 2.

If those are kept in mind as the general guidelines, and the following specific points are also added, then you will incorporate the open flexibility that offers and elicits responses from different points of view.

1) **Allowance for Rating Scale to Show Progress Made in English.** Learning a language is a valuable skill, one that LEP students are acquiring at the same time they are developing vocational "tools of the trade." If the area of vocational training is one where mastery of English is essential, devise a listing of actual work skills and allow the rating to reflect progress in being able to do each skill in English.

☞ **Figure 7-9 (next page)** is an example of a Rating Scale that rates the competencies taught in a Data Entry training program. The training program has a strong VESL component, and this is captured by assessing technical skills in relation to progress made in being able to perform them in English.

DATA ENTRY VESL COMPETENCIES

Rating Scale:

4 - Skilled - Uses English appropriately without prompting or assistance: is easily understood; almost always uses correct grammar, spelling, and pronunciation.

3 - Moderately skilled - Uses English appropriately, but may require occasional prompting or assistance; usually easy to understand - good control of grammar, spelling, and pronunciation.

2 - Acceptable skill - Uses English in a generally appropriate manner; requires some prompting or assistance; can be understood, but may take some effort - mistakes in grammar, spelling, and pronunciation do not usually inhibit ability to be understood; mistakes may be numerous.

1 - Limited Skill - Has difficulty using English appropriately; often requires prompting or assistance; often difficult to understand - does not control grammar, spelling, or pronunciation; mistakes inhibit ability to be understood.

0 - No skill/Experience in this area - Cannot use English appropriately; does not respond to prompting or assistance; extremely difficult or impossible to understand - pronunciation may be almost incomprehensible. Use this rating when student has not attended corresponding classes and has not made up work.

COMPETENCIES TO BE RATED	4	3	2	1	0
ORIENTATION					
1. Introduce oneself/state background.					
2. Ask information question.					
3. Ask for clarification.					
TELEPHONING					
1. Answer phone in office setting.					
2. Give and take a phone message.					
3. Transfer a call.					
4. Report a message.					
5. Telephone manners.					
6. Reacting to information.					
7. Terminating the call.					
8. Call for information about a job opening.					
9. Call to request a job application.					
10. Call to make an appointment for an interview.					
11. Ask for clarification of/confirm information in telephone calls.					
12. Follow up an interview by phone.					
13. Understand recorded telephone message on local job hot lines.					
ALPHABETIZING/FILING/ABBREVIATIONS/SPELLING					
1. Alphabetize vocabulary words.					
2. Learn state, territory, street names.					
3. Learn to spell American names.					
4. Learn to spell terminology/words.					
5. Index names.					
SOCIALIZING ON THE JOB					
1. Greet a supervisor, co-worker.					
2. Roleplay a social conversation in English with a supervisor/co-worker.					
3. Compare jobs and countries.					

Figure 7-9

Source: Lopez-Valadez & Reed, 1989

2) **Take into account acculturation factors.** If you are asking students to rate interests or experiences, allow options that give allowances for lack of exposure or experience with activities common in America, but maybe not yet familiar to LEP students.

☞ **Figure 7-10 (next page)** shows how a good practice can be made even better with only a slight, but important modification.

A teacher at Bell Multicultural High School, a culturally diverse school in Washington, D.C., starts the school year by having her students rate their preference for various activities. She uses the results to have projects included in her lesson plans that would be relevant and appealing to the different students.

The format is simple and easily translatable for LEP learners, in deciding if they like, dislike, or are neutral about possible learning situations.

Initially, however, an important area was not included. By adding the option of "Never Done It", you can get essential experiential information that can determine the amount of preparation needed before approaching certain activities. In the case of LEP immigrants, this also gives the teacher important information about the students' level of acculturation.

Activity Preference Inventory

Date: Group: Teacher: Grade Completed:

First Name: Last Name: Age: Gender:

First Language: Second Language: Nationality:

*** Fourth column was not included in the original form. It was added as an example of modification.**

Please respond to the following questions to help us improve your education program. Mark the column that indicates your preference:

ACTIVITY	I like it	It is OK	I don't like it	Never done it*
Watching the TV news				
Working alone				
Watching videos				
Playing games				
Writing letters				
Working in groups				
Reading the newspaper or magazines				
Working with numbers				
Discussing issues				
Listening to lectures				
Working in pairs				
Reading books				
Reading maps and charts				
Writing descriptions				
Reading stories				
Conversing with others				
Writing stories				
Drawing				
Interviewing people				
Using a TV camera				
Using a tape recorder				
Listening to authentic conversations				
Doing grammar and pronunciation				
Listening to music				

Figure 7-10

Source: Ms. Ana Vasquez, Bell Multicultural High School, Washington, D.C.
Modification Addition Suggested by: Dr. Ruth Petkoff, Consultant

3) Use a format that limits language and opens up the most options.

☞ **Figure 7-8, on page 25** illustrates the five most common formats used when creating a Rating Scale.

In terms of the possibilities offered by each, a progressive analysis shows which ones hold the most promise as procedures to help LEP students more fully and fairly respond.

- Checklists (reducing options to usually "yes" or "no") are too narrow a scope for any in-depth evaluation processes.

- **Category Ratings** (providing words to best complete or characterize responses) can become bogged down in linguistic complexities and shadings.

- **Forced Choice** items are exactly that--- forcing you to choose between a few given options that at times can offer no real personal preference or option. Furthermore, studies have confirmed that a person's choices can vary according to different settings and context, **making this format perhaps the most vulnerable to cultural biases and inaccuracies.**

- That leaves the two formats of

    - **Graphic Ratings** (combining few words with space on a continuum) or

    - **Numerical Ratings** (giving number representations to open ranges of choices)

  as the most promising possibilities for LEP learners to actively participate in assessment as a development process.

HOW Rating Scales Can Be Used By Students To Assess Vocational Situations and Their Own Skills

The importance of involving the student actively in the assessment process has been stressed repeatedly throughout this Handbook.

- ☞ Chapter 4 - Assessment, pages 24-25
- ☞ Chapter 5 - Interviews, pages 4; 16-27
- ☞ Chapter 6 - Cloze, pages 21-22
- ☞ Pages 18-20 of this chapter

Rating Scales offer a way to bring students actively into an evaluation of their learning. For LEP students, Ratings Scales also add the element of independence to their involvement. This is done by having the students do the rating as well as the instructor.

Student self-ratings give the rare freedom for LEP students to by-pass on-going oral translations and develop their thoughts and criteria within their own language structures. Granted, the given format might need an initial linguistic clarification, but then students will have the basis for doing repeated assessment exercises on their own.

The examples that follow of how this can be done illustrate three different aspects that a student can be asked to analyze through a Rating Scale.

- ☞ Figure 7-11 (pages 32-34): "Comprehensive Analysis of A Vocational Training Program"
- ☞ Figure 7-12 (pages 35-36): "SCANS Self Appraisal"
- ☞ Figure 7-13 (page 37): "Performance Checklist: Welding Vehicle Body Parts"

COMPREHENSIVE ANALYSIS OF A VOCATIONAL TRAINING PROGRAM

Vocational Program Title:______________________________________

Location:____

Teacher:____

I. Occupational Cluster

Match the program to an Occupational Cluster. Circle the cluster which best describes the job.

1. Professional, Technical and Management Occupations
2. Clerical and Sales Occupations
3. Service Occupations
4. Agricultural, Fishery, Forestry, and Related Occupations
5. Processing Occupations
6. Machine Trades Occupations
7. Bench Work Occupations
8. Structural Work Occupations
9. Miscellaneous Occupations

II. Unpleasant Working Conditions

Rate each working condition as applied to the vocational/training program. Mark an "X" in the space which best describes the working conditions.

	Continuous Exposure 76-100%	Extensive Exposure 51-75%	Intermittent Exposure 16-50%	Rare Exposure 1-15%	No Exposure 0%
1. Hazardous					
2. Loud Noises					
3. Vibrations					
4. Intense Light					
5. Hi/Lo Temp.					
6. Fumes					
7. Odors					
8. Toxic Materials					
9. Dust or Lint					
10. Poor Ventilation					

NOTE: The percent refers to the amount of time each program is involved in a particular condition or skill. For example if the program is not hazardous at any time, it is marked in the No Exposure 0%; while a program that exposes the worker to loud noises a little more than half the time is marked in the space Extensive Exposure 51-75%

FIGURE 7-11

Source: Kapes & Parrish (1987)

III. **Job Characteristics**
Mark an "X" in the space which best describes the characteristics of the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
DATA					
1. Money Transactions					
2. Measurements and Gages					
3. Weights and Scales					
4. Calculations					
5. Applied Reading Skills					
PEOPLE					
6. Working with Others					
7. Supervised by Employer					
8. Co-worker Teamwork					
9. Customer Interaction					
10. Directing Work of Others					
THINGS					
11. Production Stress					
12. Precision Quality Control					
13. Short Term Task Repetition					
14. Self-Control of Work Place					
15. Cleanliness					

FIGURE 7-11 (con't)

Source: Kapes & Parrish (1987)

IV. Sensory Capacity

Mark an "X" in the space which best describes the sensory capacities needed to perform the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
1. Visual Discrimination					
2. Color Vision					
3. Spatial and Form Perception					
4. Tactile (touch) Sensitivity					
5. Hearing and Talking					

V. Physical Capacity

Mark an "X" in the space which best describes the physical demands of the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
1. Use of Both Hands					
2. Hand Strength					
3. Eye-Hand Coordination					
4. Finger Dexterity					
5. Prolonged Sitting					
6. Standing and Walking					
7. Lifting and Carrying					
8. Balancing and Climbing					
9. Total Body Coordination					
10. Physical Endurance					

VI. Educational Requirements

Circle the educational requirements which apply

0. Reading and math skills not required.
1. Third grade reading and math skills.
2. On-the-job training without completing high school.
3. High school diploma or G.E.D..
4. Vocational technical training.
5. College degree.

FIGURE 7-11 (con't)

Source: Kapes and Parrish (1987)

SCANS SELF-APPRAISAL

This is my personal opinion of how well I have mastered each of the SCANS skills/ competencies.

1. BASIC SKILLS: Reading, writing, arithmetic and mathematics, speaking and listening

Good Skills _______ OK _______ Need Help _______

2. THINKING SKILLS: Thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning

Good Skills _______ OK _______ Need Help _______

3. PERSONAL QUALITIES: Individual responsibility, self-esteem, sociability, self-management, and integrity

Good Skills _______ OK _______ Need Help _______

4. RESOURCES: Allocating time, money, materials, space and staff.

Good Skills _______ OK _______ Need Help _______

5. INTERPERSONAL SKILLS: Working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds

Good Skills _______ OK _______ Need Help _______

6. INFORMATION: Acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information

Good Skills _______ OK _______ Need Help _______

7. SYSTEMS: Understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems

Good Skills _______ OK _______ Need Help _______

8. TECHNOLOGY: Selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting equipment

Good Skills _____ OK _____ Need Help _____

Figure 7-12

Source: Los Angeles Unified School District (1992)

PLAN FOR SELF-IMPROVEMENT

In order to become a more productive citizen and worker, it is important that I improve in the following SCANS skill:

____

Although there are many ways to improve this particular skill, I have selected the following three activities to help me:

1. ____

____

Start Date: ________ Planned Completion: ________ Actual Completion: ________

2. ____

____

Start Date: ________ Planned Completion: ________ Actual Completion: ________

3. ____

____

Start Date: ________ Planned Completion: ________ Actual Completion: ________

Signed: ____________________________

Figure 7-12 (con't)

Source: Los Angeles Unified School District

PERFORMANCE CHECKLIST Welding Vehicle Body Parts				
	Student Evaluation		Instructor Evaluation	
	YES	NO	YES	NO
1. Read work order.				
2. Selected tools.				
3. Selected proper welding material.				
4. Aligned replacement panel properly				
5. Spot welded to joining panel.				
6. Filed and finished joint.				
7. Matched original contours of body.				
8. Replaced tools.				
9. Cleaned area.				

FIGURE 7-13

Source: Bradley and Friedenberg, 1988

WHERE?

Where Examples of Rating Scales Have Been Developed

Career Portfolio
University of Texas at Austin
Extension Instruction and
Materials Center
Post Office Box 7218
Austin, Texas 78713
Stock No. SN 005 I

Scans Self-Appraisal
Los Angeles Unified School
District
Superintendent's Office Special
Projects
1208 Magnolia Avenue
Gardenia, California 90247
Contact: Dr. Gabriel Cortina
Assistant Superintendent

Sources of Rating Scales Used In This Chapter

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Lopez-Valadez, J. and Reed, T., Building Competencies to Serve LEP Vocational Students: Inservice Manual, (1989). DesPlaines, Illinois: Northwest Educational Cooperative.

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Thomas, R., Grover., J., Cichon, D., Bird, L., and Harns, C., Job Related Language Training for LEP Employees: A Handbook For Program Developers, (1991). Washington D.C.: Development Assistance Corporation.

Thomas, S. and Coleman, N., Vocational Assessment Training Manual, (1988). Raleigh, North Carolina: N.C. Department of Public Instruction, Division of Vocational Education.

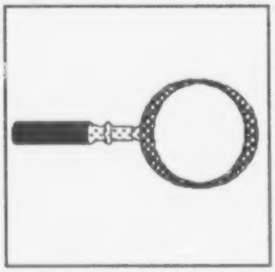
University of North Texas, Career Portfolio, (1991). Denton, Texas: Author.

Zakula, M., "Work Behavior Rating Scales". Paper presented at The Sixth National Forum on Issues in Vocational Assessment, March 4-6, 1993. Virginia Beach, Virginia.

Study Cited on Student Self Ratings

Manning, W., "Development of Cloze-Elide Tests of English as a Second Language", in Test of English as a Foreign Language (TOEFL): Research Reports, Educational Testing Service, Report 23, April, 1987.

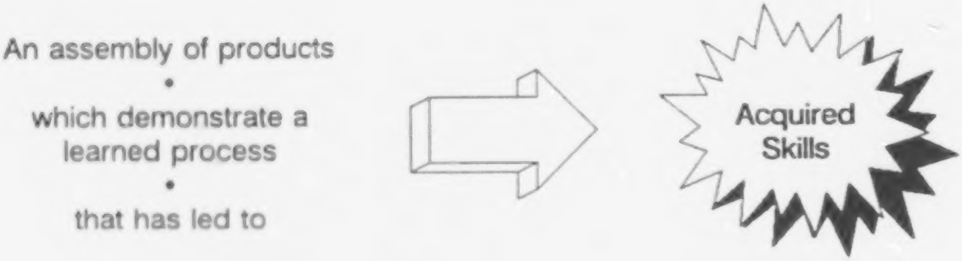
PORTFOLIOS



WHAT ?

Portfolios as a teaching/assessment tool has emerged as almost a sacrosanct buzzword within the new wave of assessment approaches, yet many craftsmen in vocational education fields have been producing versions of them for years. A good cabinet maker, for example, knows that people want to see samples of her work before hiring her to do a job. To show what she can do, she will have some of her finished designs available for public viewing.

Basically, that is what a portfolio is all about:



An assembly of products
•
which demonstrate a learned process
•
that has led to

Acquired Skills

Some people prefer to call it a "**processfolio**", to emphasize the importance of showing growth and development through a collection of work.

Others say that the importance is in having a portable showcase of completed products you can carry around with you, a binder or folder filled with your accomplishments that demonstrate your competence to those who need to see it.

Whether you are in the "process" camp or the "product" camp, a portfolio has an important distinguishing feature, which makes it different from just being a folder or collection of work:

> A portfolio involves a selection process; decisions are made about what pieces are included and which ones are rejected.

The student and the teacher are constantly evaluating work that is done as a possible contribution to the ultimate goal of accomplishment. You choose the best; teachers and students become allies to show what students can do rather than what they can't.

WHY ?

Using portfolios as an instruction/assessment strategy has created a bandwagon movement with a strength that is changing more than the way we teach and test. Portfolios have worked their way into laws, not just classrooms, in states such as Vermont and Michigan. Perhaps more than any other form of "alternative" or "authentic" assessment approaches, portfolios have become a topic of debate with devoted advocates, and are being tried from kindergarten through graduate school.

Why has the concept become so widespread and popular? Why do so many educators advocate portfolios as THE most promising practice in producing a real learning experience?

Precisely the answer comes from there being no one answer. Portfolios are seen as filling a long list of needs and purposes. The California Student Assessment System has focused heavily on portfolios as part of the drive to revamp assessment to reflect new goals for curriculum and instruction. Teachers working with portfolios across the state compiled a list of 35 different reasons why they felt that portfolios are so effective.

Mitchell (1992) categorized the 35 purposes into 4 main areas, noting that many reasons easily intertwined in different areas. For this Handbook, we did a modified re-arrangement as a clear way of seeing **why educators are developing and using portfolios in their classrooms:**

- As a Teaching Tool
- For Assessment Purposes
- For Professional Development

1. As A Teaching Tool

- Provides students with a sense of ownership, motivation, accomplishment, and participation.
- Involves students in a process of self-evaluation.
- Helps students and teachers set goals.
- Builds in time for reflection about students' accomplishments.
- Individualizes instruction.
- Provides more reasons/opportunities to review a work.
- Sets up an apprenticeship situation.
- Connects reading, writing, thinking, and doing.
- Serves as a vehicle for publication.
- Aids in parent conferences.
- Gives importance to daily learning activities.
- Extends the amount of time devoted to practice in developing a skill.

2. For Assessment Purposes

- Serves as an alternative to standardized testing.
- Serves as a job/college application vehicle.
- Demonstrates competency.
- Serves as a grade or end-of-year culminating activity.
- Provides program evaluation.
- Supplements state or district mandated assessment.

- Serves as a vehicle for changing the schools' conversation with the public.
- Observes growth in second-language students.
- Documents progress over time.
- Validates how students learn a new language.
- Looks at revision/process.

3. For Professional Development of Teachers

- Assesses curriculum needs.
- Studies curriculum and effective teaching practices.
- Allows for better staff communication.
- Reduces the paper load.
- Identifies school strengths and needs for improvement.
- Examines learning in different disciplines.
- Builds a sequence in instruction.
- Establishes an esprit de corps within departments and faculties.
- Accounts for curriculum implementation.
- Fosters professionalism and collaboration.
- Evaluates the kinds of assignments given students.
- Accommodates schoolwide projects: artwork, math graphs, writing from community, parents, teachers, custodial staff, and others.

HOW ?

Most teachers have heard the praises of portfolios and many would like to give them a try. But portfolios are not a spur of the moment inspiration or something that can suddenly be stuck into a lesson plan. They require extensive commitment and planning that can make many teachers feel overwhelmed, wondering how to start a portfolio with students, much less keep it going.

When it comes to implementing portfolios with students who have difficulties with the English language, teachers can envision even more challenges.

Portfolios are inclusive and therefore can initially seem very complex. However, they can also simplify many frustrations when it comes to demonstrating competency, especially for the students who are offered outlets of expression other than language.

In this section, we outline the basic steps for seeing:

☑ **HOW** portfolios can open the assessment process for LEP students

☑ **HOW** to design a portfolio to fit your needs

☑ **HOW** to decide what demonstration data is needed

☑ **HOW** to collect the necessary data

☑ **HOW** to use the results

HOW Portfolios Can Open The Assessment Process For LEP Students

The heavy reliance on writing is often an area of concern in using portfolios, especially with LEP students. However, one of the big advantages of portfolios is that a wide variety of strategies for expressive work can be called into play, at the same time that writing skills are being developed. A portfolio is a collection of ways of demonstrating a developed range of skills, rather than a focus on the present limitations of a particular language skill.

Having so many possible strategies makes portfolios not only the preferred assessment instrument, but also one of the fairest for LEP students according to many educators (Navarrette, 1990).

Specific Portfolio Aspects That Highlight the Positive For LEP Students

1) When using portfolios, teachers must emphasize that the students are not just preparing work for only a teacher to read and grade, but rather to appeal to a broader audience. This is of vital importance to LEP students who will be better prepared for their first interview with a concrete sample of their ability and potential in hand. Making LEP students aware that their work may be seen by future employers, community organizations, or school committees gives the extra motivation often needed for students with weak writing skills to make repeated editing attempts.

2) Portfolios often involve teamwork efforts, and should definitely do so with LEP students. Through a team approach for example, a student does not have to struggle on his/her own to find out how a concept can be better expressed; correct English can evolve out of a consensus approach.

3) Portfolios allow for, even require in many cases, mediums other than the written word to measure progress. Photographs, graphics, designs and constructed models are some of the many ways limited English proficient students can clearly illustrate their accomplishments and vocational competencies.

Developing and Using A Portfolio Involves Following 5 Basic Steps:

I. Designing the portfolio

II. Selecting the necessary data

III. Collecting the necessary data

IV. Analyzing the portfolio contents

V. Using the results

We will explain how each step can be done and give examples of how different public high schools are doing them. The examples are merely illustrations of specific points. They represent possible approaches to a part of the overall, organized strategy that is needed.

EDITORS' NOTE: The reader should refer to the WHERE section of this Chapter, pages 43-49, to find the complete source needed to put the examples we use into their proper context. It is also important that the reader note that the examples given are excerpts from portfolio projects that have been copyrighted by their authors. Permission has been given for parts of portfolios to be reproduced here solely for the purpose of illustration in this Handbook. Any other reproductions must have permission directly from the original authors.

HOW to Design A Portfolio to Fit Your Needs

The design of your portfolio depends on what you want it to demonstrate. Therefore, to evolve a design that will fulfill your needs, follow the sequenced process of:

1) **Determine specific learning goals on which the work will focus.** The material in a portfolio is most useful when it reflects progress towards achieving clear and particular goals. The focus can be on content areas, on certain skills, or on program objectives, for example. The portfolio demonstrates what a person has learned. What do you want your students to learn?

2) **Identify performance tasks and appropriate instruments.** Once you have identified the learning goals and performance objectives to be demonstrated, decide how achieving those aims can best be shown. Which products provide clear proof of each determined ability?

   It is generally considered most effective if "mixtures" are generated by this selection process.

   - Include **traditional and "authentic"** assessment tools to give multiple indicators of a student's ability levels. Combining standardized tests' results with teachers' and students' designed results provides broad information. It gives a more balanced picture, especially in the case of LEP students who, due to policy mandates, have taken standardized tests that likely have been inappropriate and inaccurate reflections of abilities. It also gives mechanisms that allow for reviewers of the portfolio to cross-check the information that is presented.

- Establish "**Required**" and "**Optional**" items as points of evaluation.

  Required items give an element of consistency that can easily be communicated to other teachers or administrators.

  Optional items give the chance for on-going ratings of work in progress or of a student's particular interests and strengths.

  By including both types, teachers get the information to make instructional decisions, and students are encouraged to participate actively in the portfolio's design and use.

☞ **Figures 8-1 through 8-6** are reduced copies of the Michigan Employability Skills Portfolio, a school system's basic portfolio format designed around the answers that came out of these 2 preliminary steps. The Michigan State Board of Education established partnerships with state businesses to form the Employability Skills Task Force. It was a collaborative effort to ensure that Michigan's high school graduates have the skills they need to be employable. Michigan employers indicated what skill areas are important on the job, and the Michigan Department of Education identified the learning instruments and performance tasks that fit the defined focus.

The Michigan Employability Skills Portfolio is formatted into office-size folders for holding "evidence" of competency. There is a color coded folder for each of the 3 designated skill areas:

☞ **Figures 8-1 (next page) and 8-2 (page 12): Academic Skills**

☞ **Figures 8-3 (page 13) and 8-4 (page 14): Teamwork Skills**

☞ **Figures 8-5 (page 15) and 8-6 (page 16): Personal Management Skills**

A cross-referenced numbering system is used so that each folder will check the skill that is demonstrated with the work examples included in the folders.

Michigan Academic Skills Portfolio

Academic Skills help prepare you for future training, college and work. They include communicating, using mathematics, using science and technology, and solving problems.

Communication						Mathematics					
A1. Read and understand written materials*						A4. Understand charts and graphs*					
A2. Write in the language in which business is conducted*						A5. Understand basic mathematics*					
A3. Speak in the language in which business is conducted*						A6. Use mathematics to solve problems*					

Science and Technology						Problem Solving					
A7. Use scientific method to solve problems*						A10. Use research and library skills*					
A8. Understand basic science*						A11. Use specialized knowledge and skills or know how to access it*					
A9. Use equipment and tools*						A12. Understand systems and complex relationships*					

*These **employability skills** are necessary to help prepare you to enter the work force or obtain more education.

FIGURE 8-1

Source: Michigan Employability Skills Portfolio: Copyright © 1993, Michigan State Board of Education

EXAMPLES OF THINGS TO PUT IN MY PORTFOLIO

Academic Skills

SCHOOL RECORDS	A1.	A2.	A3.	A4.	A5.	A6.	A7.	A8.	A9.	A10.	A11.	A12.
Transcripts w/class descriptions and grades for related classes												
Transcripts for classes outside of school, e.g., vocational cntr., college												
Achievement Test Scores e.g., MEAP, ACT, PSAT, SAT, etc.												
Other achievement and/or Competency Test Scores												
Certificates for Achievement and/or participation												
Letter of Recommendation from a teacher, counselor, principal, etc.												
Performance appraisal from a teacher for a related class												
Vocational evaluation from the Skill Center												
DAT, GATB, CAPS												

NON-SCHOOL RECORDS	A1.	A2.	A3.	A4.	A5.	A6.	A7.	A8.	A9.	A10.	A11.	A12
Charts and/or graphs created for a report, class project, etc.												
Written description, pictures or videotape of a completed project requiring these skills												
Tape of a speech given for any event (e.g. class, award banquet)												
Valid Driver's License												
License to operate machinery, equipment, or commercial vehicles												
Copy of your checking and/or saving account ledger												
Copy of tax return you prepared												
Letters and job evaluations from past/present employers												
Club activity (e.g. math)												

FIGURE 8-2

Source: Michigan Employability Skills Portfolio: Copyright © 1993, Michigan State Board of Education

Michigan Teamwork Skills Portfolio

Teamwork Skills help develop your ability to work cooperatively with a group. They include communicating, being responsive, being able to contribute, and being a leader.

Communicating						**Responsive**					
T1. Listen to other group members*						T3. Work in changing settings and with people of differing backgrounds*					
T2. Express ideas to other group members*						T4. Be sensitive to the group members' ideas and views*					
						T5. Be willing to compromise to best accomplish the goal*					

Contributing						**Leadership**					
T6. Actively participate in a group*						T8. Be a leader or follower to best accomplish the goal*					
T7. Know the group's rules and values*											

* These **employability skills** are necessary to help prepare you to enter the work force or obtain more education.

FIGURE 8-3

Source: Michigan Employability Skills Portfolio, Copyright © 1993, Michigan State Board of Education

EXAMPLES OF THINGS TO PUT IN MY PORTFOLIO

Teamwork Skills

SCHOOL RECORDS	T1.	T2.	T3.	T4.	T5.	T6.	T7.	T8.	T9.	T10.	T11.	T12.
Transcripts w/ class descriptions and grades for classes using teams and cooperation												
Transcripts from different schools attended												
Letter of Recommendation from a teacher, counselor, principal, etc.												
Performance Appraisal from a teacher for a related class												
Letter describing team work contribution from coach, class advisor or sponsor												

NON-SCHOOL SAMPLES	T1.	T2.	T3.	T4.	T5.	T6.	T7.	T8.	T9.	T10.	T11.	T12.
Documentation of membership in various organizations												
Documentation of leadership effectiveness in various organizations												
Job performance Appraisal/Work Habits Report highlighting group skills (e.g. camp counseling)												
Letter of Recommendation from employer, counselor, teacher, etc.												
Awards, Certificates, and/or Letters of Appreciation												
Training Certificates, include evidence of effective use of skill (e.g. Peer Counseling)												
Copy of Employment History												
Tapes of a speech or discussion												
Pictures of team effort												
Letters												

FIGURE 8-4

Source: Michigan Employability Skills Portfolio: Copyright © 1993, Michigan State Board of Education

Michigan Personal Management Skills Portfolio

Personal Management Skills help you develop responsibility and dependability. They include setting and accomplishing goals, organization, flexibility, and developing career plans.

Responsibility						Organization					
PM1. Attend school/work daily and on time*						PM4. Pay attention to details*					
PM2. Meet school/work deadlines*						PM5. Follow written instructions and directions*					
PM3. Demonstrate self-control*						PM6. Follow oral instructions and directions*					

Flexibility						Career Development					
PM7. Learn new skills*						PM10. Know personal strengths and weakness*					
PM8. Identify and suggest new ways to get the job done*						PM11. Develop career plans*					
PM9. Work without supervision*											

* These **employability skills** are necessary to help prepare you to enter the work force or obtain more education.

FIGURE 8-5

Source: Michigan Employability Skills Portfolio: Copyright © 1993, Michigan State Board of Education

EXAMPLES OF THINGS TO PUT IN MY PORTFOLIO

Personal Management Skills

SCHOOL SAMPLES	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12
Transcripts w/class descriptions and grades for related classes												
Vocational Evaluation from Skill Center												
Letter of recommendation from a teacher, counselor, principal, etc.												
Performance Appraisal from a teacher for a related class												
Certificates for Achievement and/or participation												
Educational Development Plan												
Achievement Test Scores												
Attendance Record												
Disciplinary Record												

NON-SCHOOL RECORDS	PM1	PM2	PM3	PM4	PM5	PM6	PM7	PM8	PM9	PM10	PM11	PM12
Interest Inventories (e.g. MOIS, COPS, Strong Holland, COM)												
Independent study project												
Job performance appraisal and/or Work Habits Report												
Letter of Recommendation from past and/or present employer												
Recognition Awards (e.g., Suggestion Letter, Attendance, etc.)												
Application letters (e.g., jobs, college)												
Materials from Career Fair, College night, etc.												
4-H, Jr. Achievement, Scouts, Project completion (pictures or certificates)												
Personal Career Plan												

FIGURE 8-6

Source: Michigan Employability Skills Portfolio: Copyright © 1993, Michigan State Board of Education

☞ **Figure 8-7 (next page)** shows how another school system designed the constructs for their portfolio project.

The California Department of Education had Far West Laboratory develop and field test portfolios as part of the Career-Technical Assessment Project (C-TAP). In the extracted illustration included here, a grid format summarizes the expectations to be met during the school year and collected into a portfolio. The skill areas to be targeted are listed vertically and the work designated to demonstrate the learning goals is shown horizontally.

Skills Demonstrated in Portfolio Entries

	Table of Contents	Letter of Introduction	Application	Letter of Recommendation	Résumé	Work Samples	Research Write-up	Supervised Practical Experience Education
Career Preparation Skills		X	X	X	X	X		X
Technical Performance Skills						X		X
Accuracy and Completeness of Information	X	X	X		X	X	X	
Organization and Clarity	X	X			X		X	
Research and Inquiry Skills							X	X
Written Communication		X				X	X	
Self-reflection		X				X		
Language Mechanics	X	X	X		X	X	X	
Neatness	X	X	X		X		X	

FIGURE 8-7

Source: Career-Technical Assessment Project Portfolio - p. 26, Teacher's Guidebook
California Department of Education and Far West Laboratory

HOW to Choose What Demonstration Data is Needed

You have decided on the basic format for a portfolio that reflects established goals students will demonstrate they have achieved. When you designed the portfolio, you also determined which instruments or performance tasks **could** serve to show the skills you established as learning goals.

Now, through a **collaborative decision making process, the student and the teacher** select from the options the particular "proofs" that best suit each student's strengths and interests.

☞ **Figures 8-8 through 8-10** show guidelines that are given to the students when they are constructing their Michigan Employability Skills Portfolio. The targeted skill area is explained to the students, with examples of exactly what is meant by the definition. Then a listing of suggestions is given for what is "good evidence" and "poor evidence" of having the targeted skill. The students choose from the tasks listed as good evidence the ones that they think are best for them.

In deciding which examples to extract and include as illustrations in this Handbook, we selected three of the areas that teachers often find the most difficult to assess.

☞ **Figure 8-8 (next page)** is "Problem Solving"

☞ **Figure 8-9 (page 21)** is "Flexibility and Initiative"

☞ **Figure 8-10 (page 22)** is "Contributing As A Team Member"

All are employability skills that teachers have not traditionally developed and assessed in the classroom, and orientation on how to incorporate them into the curriculum may be needed.

Problem Solving

Benchmark

Problems have many solutions. Problem solving requires identifying the goal, determining the resources available, considering the alternatives, and then deciding which alternatives to act upon. Seeking out information from other sources (the library, for example), or using other creative processes are often appropriate strategies. Troubleshooting, evaluating a failed plan, and learning from the experience are also important to the problem-solving process. Some specific skills include:

- recognizing and defining problems
- determining the sources of the problem
- finding new and creative ways to solve the problem
- selecting the best solutions among alternatives
- carrying out decisions and evaluating
- assessing risk, implementing course of action, and evaluating results.

Good Evidence

The exhibits below, when used with a good written summary, provide evidence that you have problem-solving skills. For reviewer approval, you must have enough good examples to meet most of the benchmark requirements stated above.

- the results from a database which you developed, along with written summary
- a diagram of a system which identifies resource issues and possible solutions
- a list of references you looked up in the library catalog, with a description of search techniques
- a project photo with attached descriptions
- a debate award with description
- a project report that shows all of the above elements of problem solving process
- a written interpretation of data you collected to solve a problem

Poor Evidence

The examples below are exhibits which do not provide evidence that you have problem-solving skills. These examples are provided to help you understand the difference between an exhibit that would meet reviewer approval and those that would not.

- a list of references with no explanation of search strategies
- a test on the use of library skills without explanation
- a list of books read

Figure 8-8

Source: Copyright © 1993, Michigan State Board of Education

Flexibility & Initiative

Benchmark

Modern workplaces require constant change and improvement. People must continuously adapt to these changes. Flexibility means changing your job, goals, or plans in order to accomplish a goal. Initiative means doing something original that is needed without being told to do it. Flexibility and initiative may require people to think, act, and learn to behave in new ways. Some specific skills include:

- ♦ seeking opportunities to update your own skills
- ♦ participating in continuing education and training
- ♦ observing, considering, and describing better ways to get a job done
- ♦ persisting in completing training on a task until your goal is accomplished
- ♦ maintaining high performance standards without supervision
- ♦ going beyond what is asked to improve your project
- ♦ recognizing a need or opportunity on your own and taking appropriate actions
- ♦ accepting new or changed responsibilities.

Good Evidence

The exhibits below, when used with a good written summary, provide evidence that you have skills and behavior for flexibility and initiative. For reviewer approval, you must have enough good examples to meet most of the benchmark requirements stated above.

- ♦ Completed assignment that goes beyond the original assignment, with documentation
- ♦ output from a computer application you use to improve your work, with description
- ♦ a craft or a project you started on your own, with photos and written documentation
- ♦ written feedback from a teacher, scout leader, or employer that describes your initiative
- ♦ a project photo with attached descriptions
- ♦ a photo of a flower or vegetable garden you planned and developed with descriptions
- ♦ an award for suggesting a good idea that contributes to the improvement of a project

Poor Evidence

The exhibits below do not provide sufficient evidence that you have skills and behavior for flexibility and initiative. These examples are provided to help you understand the difference between an exhibit that would meet reviewer approval and those that would not.

- ♦ learning to use a word processor (if it was required as part of a course)
- ♦ a grade you achieved in a required course without summary

Figure 8-9

Source: Copyright © 1993, Michigan State Board of Education

Contributing

Benchmark

An effective team needs all of its members to contribute their unique skills and talents. Contributing members must be loyal to the group and what it is trying to accomplish. It is important to follow the team's rules and procedures so that the group's plans and goals can be met, but a person cannot blindly follow a group's efforts if he or she feels that the group is wrong. A person must first be loyal to himself or herself and must possess a high degree of honesty and integrity. If the team's plans and goals are consistent with his or her own, contributing is possible. Some specific skills include:

- understanding and contributing to the mission of the team
- representing the team to others that assist in the mission
- demonstrating loyalty to the team and showing commitment to the group's growth and improvement
- helping the team identify goals and norms and contributing to achieving them
- making and following a set of rules and procedures that will contribute to the mission
- helping the team develop to meet needs in the future

Good Evidence

The exhibits below, when used with a good written summary, provide evidence that you have skills and behavior for contributing to the team. For reviewer approval, you must have enough good examples to meet most of the benchmark requirements stated above.

- a copy of the student conduct code that your student council committee developed with summary of your contribution
- a letter of recommendation by teacher, counselor, employer or volunteer supervisor, scout leader, or coach
- a copy of a group project or photo with an explanation of your role
- a performance rating by teacher, counselor, employer or volunteer supervisor, scout leader, or coach
- an article in a student newspaper you wrote about your team's activities with a summary of your goals for article
- a cast list from a play that you were understudy, showing how you supported the cast

Poor Evidence

The exhibits below do not provide sufficient evidence that you have skills and behavior to contribute to the team. These examples are provided to help you understand the difference between an exhibit that would meet reviewer approval and those that would not.

- a picture of yourself on a team without summary
- a good conduct grade on class report card, without summary
- a copy of a mission without summary of your contribution
- membership certificates without summary

Figure 8-10

Source: Copyright © 1993, Michigan State Board of Education

☞ **Figure 8-11 (next page)** contains the steps for collecting work into a portfolio given to the students at the Rindge School of Technical Arts (RSTA) in Cambridge, Massachusetts.

In 1991, RSTA initiated "CityWorks©" a new vocational education curriculum especially designed to implement the Perkins Act mandate for preparing students for "all aspects of the industry". Compiling a portfolio is a cornerstone of the students' work in the integrative course study at RSTA.

Putting Together Your Portfolio

Steps to Follow:

1. REVIEW CITYWORKS GOALS (#s 1-6 listed on Record of Accomplishment sheet).

2. GATHER ALL PORTFOLIO MATERIAL (Refer to Outline of Year provided and organize sequentially).

3. COMPLETE STUDENT RESUME AND RECORD OF ACCOMPLISHMENT FORMS.

4. SELECT SAMPLES OF WORK TO ILLUSTRATE ACHIEVEMENT OF 4 OF THE CITYWORKS GOALS.

   (More than 4 goals may be selected and more than one sample may be included for each goal).

5. PREPARE SAMPLES OF WORK FOR INCLUSION IN PORTFOLIO. Samples can include: portfolio record forms; video tapes; computer discs etc.. All work samples should be preceded by a blue organizing page which indicates what the sample is and which goal it meets.

   **If you know that you did something during the year but don't have or can't find, a record for it, you can make your own record by writing about it! There will also be blank record forms available.

6. FILL IN TABLE OF CONTENTS.

7. PUNCH HOLES IN PAPER AND INSERT IN BINDER.

8. MAKE PORTFOLIO COVER FOR FRONT OF BINDER.

Figure 8-11

Source: CityWorks© 1993

HOW to Collect the Necessary Data

Now, you have to create a system to record and monitor the frequency of data collection.

Once it has been decided **what** will be going into the portfolio of each student, you have to plan and keep track of **when** all the different tasks are to be done. Again, this should be a collaborative decision making process between the teacher and the student. An important "plus" of portfolios is that they give students a sense of ownership and responsibility since they are participating in setting their goals and timetables.

Organizing a schedule can be a very time consuming task in itself. In fact, many teachers hesitate about undertaking portfolios because they just can't see where they will find all the time they envision being involved in the process.

However, the "it will take too much time" fear lessens after the initial stages of portfolio assessment have been taken.

Once the portfolio process is underway, it acquires an energy of its own. With more experience, the classroom environment becomes an encouragement for students to be increasingly independent and responsible for assessing their own progress.

To reduce the time involved in implementing a portfolio assessment process, organize the goals well and within a structured time frame around the following factors:

1) Make students responsible for collecting information on a regular basis.

2) Make the data collection part of periodic, even daily, instructional routines.

3) List on a portfolio analysis form the specific items that will go into the portfolio.

4) Share responsibilities of data collection and interpretation with other school staff so that individual teachers don't become overwhelmed by the process.

5) Create planning/conference times for teachers and other staff members involved in portfolio development.

☞ In Figures 8-12 through 8-14, we show examples of different ways educators have addressed these concerns and developed effective answers.

☞ Figure 8-12 (page 27) illustrates how students using the C-TAP portfolios keep track of their responsibilities and schedules. It is a simple outlined check list that is kept in the front of their folders.

Portfolio Sign-off Sheet

Keep this form at the front of your working folder. Check off each item as it is completed. Some pieces need to be reviewed or signed off by your teacher. Space is provided for your teacher's initials.

Student: ____________________

Class: ____________________

Date: ____________________

Teacher: ____________________

☑ Check off when complete:	Date	Teacher Initials
☐ Table of Contents	________	________
☐ Letter of Introduction	________	________
☐ Career Development Package	________	________
☐ Application for employment or college		
☐ Letter of Recommendation		
☐ Résumé		
☐ Work Samples	________	________
☐ Work Sample #1 and caption	________	________
☐ Work Sample #2 and caption	________	________
☐ Work Sample #3 and caption	________	________
☐ Work Sample #4 and caption	________	________
☐ Research Write-up	________	________
☐ Outline (with teacher comments)	________	________
☐ Draft (with teacher comments)	________	________
☐ Final write-up	________	________
☐ Supervised Practical Experience Evaluation	________	________

Figure 8-12

Source: Career-Technical Assessment Project, Page 39 in Teachers Guidebook
California Department of Education and Far West Laboratory

- ☞ Figure 8-13 (next page) shows how the teachers using the C-TAP portfolio keep a progress check on each student's work.
- ☞ Figure 8-14 (page 30) is the "Learner Profile and Planner" that students use as a periodic progress check while they are constructing a Michigan Employability Skills Portfolio.

Teachers:
Class:
Semester:

Portfolio Progress Check

Use this sheet to record due dates, completion dates, status and/or scores for each portfolio section or entry.

Student	**Introduction** · Table of Contents · Letter of Introduction	**Career Development Package** · Application · Recommendation · Résumé	**Work Samples** · 4 Samples · Captions	**Research Write-Up** · Outline · First draft · Final report	**Supervised Practical Experience Evaluation**	**Final Portfolio**

Figure 8-13

Source: Career-Technical Assessment Project Portfolio - p.21, Teacher Guidebook
California Department of Education and Far West Laboratory

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Name: ____________________
Date: ____________________

Learner Profile & Planner

	Not Available	Not Explained	Shows Skills
Academic			
1. Communication	☐	☐	☐
2. Mathematics	☐	☐	☐
3. Science and Technology	☐	☐	☐
4. Problem Solving	☐	☐	☐
Personal Management			
5. Responsibility	☐	☐	☐
6. Organization	☐	☐	☐
7. Flexibility	☐	☐	☐
8. Career Development	☐	☐	☐
Teamwork			
9. Communicating	☐	☐	☐
10. Responsiveness	☐	☐	☐
11. Contributing	☐	☐	☐
12. Leadership/Followership	☐	☐	☐

What I need to do:	Date

Figure 8-14

Source: ©Copyright 1993. Michigan State Board of Education. All Rights Reserved.

HOW to Analyze the Portfolio Contents

The portfolio has been designed, the "evidence" of achieving determined skills has been collected, and now how is it all interpreted? By what standards will the student's entries be judged?

Performance criteria must be established **before** collecting any student data—that way it will be clear from the start what is expected for the entry to be considered an "achievement" and to what degree. Criteria that are **clearly and collectively** established make it easier for the students and the teachers to assess each piece of work consistently. Knowing what is expected translates into work being judged as:

- Exceeds Standards
- Meets Standards
- Approaches Standards
- Well Below Standards

The students can thereby see their own progress and know exactly where they stand; what they still need to work on and what they have achieved.

Some school systems follow the SCANS guidelines that established five levels for assessing skills and competencies, going from

Rudimentary ->
to Basic ->
to Intermediate ->
to Adept ->
to Advanced.

Others have condensed the assessment levels to three, usually classified as **"Advanced", "Proficient", and "Basic".**

☞ **Figure 8-15 (next page)** shows an assessment scale that is used to evaluate the work included in the C-TAP portfolios.

Portfolio Rating Levels

	Content	Career Awareness	Analysis	Communication
	• Factual information and events • Coverage • Principles and concepts • Prior knowledge • Interrelationships	• Career goals • Career preparation • Responsibility and time management • Leadership • Basic technology	• Reflection • Evaluation of evidence	• Organization and coherence • Attention to audience • Style, sentence structure, vocabulary conventions of usage
ADVANCED	Fully achieves the purposes of portfolio tasks; demonstrates clear understanding of a broad range of concepts and content; provides insight into the interrelationships among concepts and principles.	Provides explicit and thoughtful statement of career goals; purposefully develops works that are related to career goals; demonstrates outstanding career development skills; demonstrates solid understanding of basic technology in career area of interest.	Exhibits purposeful and insightful reflection on own work; considers alternative solutions or viewpoints; provides thorough and articulate arguments to support positions taken.	Writes clearly and effectively to the intended audience in an organized way; may use dynamic, stylized, or diverse methods to convey message.
PROFICIENT	Substantially accomplishes the purposes of portfolio tasks; shows good understanding of major concepts and content information; applies prior knowledge.	Clearly explains career goals; includes some work that is related to career goals; shows understanding of important career development concepts; demonstrates knowledge of basic technology in career area of interest.	Provides realistic evaluation of own work; considers evidence and possible solutions or viewpoints.	Writes effectively for the intended audience, although may commit occasional language mechanics errors.
BASIC	Does not achieve important purposes of portfolio tasks; shows gaps in understanding of major concepts and/or indicates misconceptions; may fail to identify important content information and/or introduce extraneous or erroneous information.	Provides unclear or incomplete statement of career goals; may fail to tie portfolio work to career goals; displays gaps in career development skills; may not show adequate knowledge of basic technology.	Provides incomplete or superficial evaluation of own work; ignores evidence or considers evidence but relies more on general statement, opinion, or evaluation than on specific information; makes judgements that may be unsupported.	Attempts to communicate ideas but may lack organization or coherence; has little or no awareness of the audience; commits noticeable language mechanics errors.

Figure 8-15

Source: Career-Technical Assessment Project Portfolio - p.28, Teacher Guidebook
California Department of Education and Far West Laboratory

HOW to Use the Results

When you made the initial decision about the purpose of your portfolio, you were already determining how it would be used. The learning process that you want it to document leads to a product that will interest a certain public.

- Did you want your students to have something of practical value to show potential employers?
- Did you want your students to have a collection of class work that proves competence in your subject matter and serves as a basis for a course grade?
- Does your school district or community college want a source of accountability for gauging programs' effectiveness?

Ideally, a portfolio can be used to fill all of these diverse needs and many more.

☞ In pages 4-5 of this chapter,

we presented the many reasons why teachers in California are developing and using portfolios in their classrooms. The inclusive list shows that portfolios can be used for access assessment and/or on-going assessment and/or exit assessment.

Access Assessment:	When a student applies for a job or to enter a new program, a portfolio will show if and how the applicant can meet the required qualifications. Much more than the score from a standardized pencil and paper test, a portfolio gives indications of the depth and scope of a candidate's skills and preparation.

Especially in the case of LEP students, a true demonstration of skills is many times distorted by the language used in standardized tests. A portfolio can be an "international language" by showing what has been actively achieved.

On-going Assessment: As a long range undertaking, a portfolio gives the teacher, as well as a student, continual feedback about:

- the progress being made;
- the need for further instruction;
- the effectiveness of instruction;
- the accuracy of curriculum objectives; and
- the achievement of educational goals.

Exit Assessment: Since a portfolio is a product, as well as a process, it can be evaluated to see if it can be considered a "final" product. Key "exit" questions can be answered by looking through a portfolio and seeing:

- Does it demonstrate that a student has fulfilled the objectives of a classroom or a program, and is ready to move on to the next one?
- Has the student mastered set competencies at a prescribed standard of achievement, and therefore can be considered qualified in that area?

HOW Portfolios Can Be Used for Other Educational/Career Related Purposes

The most common use of portfolios is for students to have tangible proof of developed integrated skills to "showcase" their strengths to other people. The "exhibition" factor in many cases is a key for motivating students to make renewed attempts to produce their best work.

However, the American School Counselor Association (ASCA) published last year "a personal Planning Portfolio for career development" called *Get A Life*©. Students use it almost as a **structured personal diary** to guide their reflections on important areas of life development and the value of education to future life styles and career choices. It gives students the outline for seeking, analyzing and recording their own guidance information insights.

Creating a portfolio that is a personal career planner makes the student the central player in reaching vocational/life decisions through assessment filtered through a metacognitive process. The student takes the lead in an assessment/advisor area usually reserved, conserved and isolated in biannual meetings with a counselor.

Why are we giving this strategy a section in a Handbook directed to teachers? Because many teachers might not realize the key role they themselves play in influencing students' decisions when it comes to choosing a course in school or a path in life.

Consider the results of two studies on where a student seeks or can expect to find vocational or educational/related guidance.

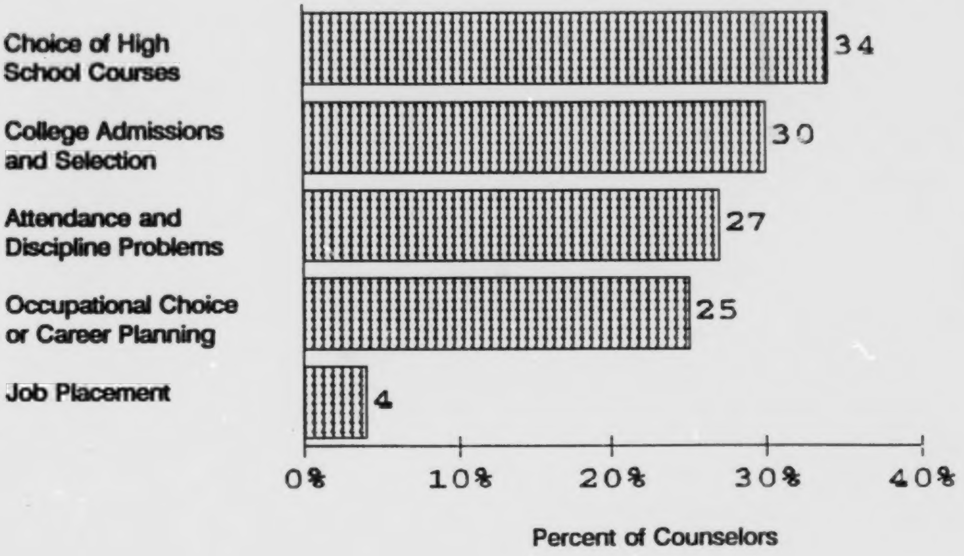
Chinatown Resources, Inc., noted a curious phenomenon occurring among LEP students who were newcomers to the California educational system. Most had a very haphazard understanding of opportunities available in the local schools. Compounded with the fact that many were also newcomers to the United States and ill-informed about the American world of work, LEP students were very likely to have misconceptions about vocational education needs and possibilities.

Despite the shared problems in acculturation, LEP students preferred to rely on each other for guidance information. A survey found that they **most frequently turned to peers** for information regarding school or work choices. (Chinatown Resources Development Center, 1985). The other possibilities listed in terms of trust and availability:

- **Second** most frequent source of information: **Teachers**
- **Last**, and seldom mentioned source: **Counselors**

Counselors were also a scant source of guidance for occupational choice or job placement in a study done by ETS (ETS Policy Information Center, 1990). A statistical analysis of how high school guidance counselors directed their attention and time yielded the following graphic results:

How High School Counselors Spend More than 30% of Their Time



The students themselves, followed by teachers, emerge from the two reports as the prime sources of information that influence choices in school and in life. A personal planning portfolio, such as *Get A Life* ©, gives a structured guideline to the principal players for assembling and assessing the information into a more effective basis for decisions.

HOW This Type of Portfolio Is Organized

Having a different purpose means that this type of portfolio also has a different format.

Get A Life © is a slim booklet with tabbed dividers marking the sections of printed pages to be filled in by the student. There are four areas of information to be collected and analyzed:

- **Self Knowledge** (Personal qualities, data, skills, documented activities of competence, etc.)
- **Life Roles** (Past, present and future roles at home, in school, at work)
- **Educational Development** (Looking at job and basic life "competencies" through educational experiences)
- **Career Exploration and Planning** (Specific competencies and steps involved in preparing to look for a job or furthering a career)

Tucked into a flap at the end of the booklet is a foldout sheet on which the student compiles and summarizes the collected information. We show it here in reduced format as an overview of the self-assessment steps students are asked to discuss with "advisors, teachers, parents, employers and other supportive people...".

Figure 8-16 (pages 38-39): "Get a Life: My Personal Career Plan"©

GET A LIFE
MY PERSONAL CAREER PLAN

On these pages, you are asked to reflect on several important pieces of the Career Decision-Making process. Someone in your school will assist you in deciding what kinds of entries might be helpful.

SELF-KNOWLEDGE - The most important things I need to remember about my unique self as I make career decisions are:

1.

2.

3.

AWARENESS OF THE WORLD OF WORK - Entire worksheets and surveys will probably be used to assist you in understanding the World of Work. Include these in your portfolio. In this space, write about the most important lessons you need to remember about the World of Work.

CAREER ASSESSMENT INFORMATION - Key information from assessments that should enter into my career decisions:

LINKING SELF-KNOWLEDGE WITH THE WORLD OF WORK- Occupations I have identified where I can use my personal strengths, interest, and values:

CAREER EXPLORATION - Activities that have helped my experience work and to sort out the things I like or dislike about various career options:

CAREER OPTIONS - Career choices that interest me are:

1.
2.
3.
4.
5.

CAREER DECISION - Having given considerable thought to career decision-making, at this point in my life I am interested in pursuing the following career options:

The **Key Factors** in this decision are:

Source: Get a Life©, ASCA

Figure 8-16

CAREER PLAN - I have worked out a plan for how I will prepare for my future. The basic steps are listed here:

more detailed plan may be found ______________________________

TRAINING - To obtain the training I need to be successful in my chosen career, I will take the following steps.

TRAINING DECISION - I have decided that the best training/preparation for my future is:

The **Key Factors** in this decision are:

JOB-SEEKING SKILLS - I have completed the following items to help me as I look for a job.

☐ Resume
☐ Sample Cover Letter
☐ Identify Resources for Locating Employment
☐ List of References
☐ Interview Practice
☐ Sample Job Application
☐ Other:

Some important things for me to remember as I look for a job:

EMPLOYABILITY SKILLS - While I pursue my career, I must develop the knowledge, skills, and attitudes that will help me keep a job or help me find new jobs in a changing job market (e.g., promptness, dependability, good attendance, work skills). Feedback from adults and friends suggest my strongest employability skills are:

WORDS OF WISDOM - Helpful advice and counseling I have received while exploring and planning for my career.

Source: Get a Life©, ASCA

Figure 8-16 (con't)

Two other specific pages of the portfolio merit reproduction in this Handbook. They exemplify a focus that can both open up areas for LEP students, and also orient work-related experiences for students in vocational training.

> **Figure 8-17 (next page)** is a page of guidelines given for students to better understand themselves and what goes into the "Life Roles" they play. It is encouraging to see that students are asked to think about the contributions that their "cultural heritage", and family's dreams have made to expanding their lives.
>
> **Figure 8-18 (page 42)** is a clear way of seeing at a glance how prepared a student is for the world of work.

THINKING ABOUT MY LIFE ROLES

Your life roles will continue to develop as you examine, reflect upon, and commit to messages that will guide you in may aspects of your life.

ACCEPTANCE OF SELF AND OTHERS

Important parts of my cultural heritage that influence my life roles:

Some things I have learned about accepting others:

FAMILY INFLUENCE

Things that my family feels are important:

My family's dreams for my future:

IN MY SPARE TIME

What I prefer to do in my leisure time:

The traits I admire most in a friend:

Extra-curricular activities:

BALANCE

Ways I balance the different roles in my life (e.g. family, leisure, school, community and others)

CAREER CONNECTION

Reflections on how life roles are related to career development

Source: Get a Life® (ASCA)

Figure 8-17

RESULTS OF CAREER ASSESSMENT

NAME OF ASSESSMENT	DATE	RESULTS
1.		
2.		
3.		
4.		
5.		

PRE-EMPLOYMENT EXPERIENCES

- ☐ Talked with parents or adults about career plans
- ☐ Participated in extracurricular activities
- ☐ Participated in community organizations
- ☐ Explored career information in the Career Center
- ☐ Held leadership positions or offices
- ☐ Served as a volunteer
- ☐ Took a field trip related to a career
- ☐ Participated in a similar interview
- ☐ Chose references
- ☐ Took part in a career day
- ☐ Held part-time or summer jobs
- ☐ Heard speakers (including college rep.)
- ☐ Interviewed (a) worker(s)
- ☐ Observed or shadowed a worker
- ☐ Filled out applications
- ☐ Wrote for information on careers
- ☐ Participated in an actual interview
- ☐ Completed a resume

WORK EXPERIENCE (Include Volunteer & Part-time Work)

EMPLOYER	WHEN	TYPE OF WORK	SKILLS

Figure 8-18

Source: Get a Life©: ASCA

WHERE?

Educational Institutions That Have Developed and Used Portfolios

Amakigchik Elementary School and
Chaputnguak High School
Lower Kuskokwin School District
Box 50
Chefornak, AK 99561
(907) 867-8700
Contact: Sandy Fuller

Last year this school began a language arts portfolio project. Grades one through twelve are using portfolios as an assessment tool. At the end of the year all students give a presentation of their portfolios to a portfolio analysis team. The teams are organized to consist of a teacher, principal, parent, and school board member. The portfolio content reflects skills and final products outlined in the Lower Kuskokwin School District's curriculum guide. The students in the school are bilingual Yup'ik and English speakers.

American School Counselor Association
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800, Ext. 388
Creators of *Get a Life*©

Bell Multicultural High School
3145 Hiatt Place, N.W.
Washington, D.C. 20010
(202) 673-3551

Escondido Union High School District
Valley High School
240 S. Maple
Escondido, CA 92025
Contact: Robert Clay, Principal
Continuation school, grades 10-12, Senior Portfolios. Students build portfolios with advisory teachers. The portfolios contain graduation documents, certificates of program completion and of recognition, resumes, vocational profiles, community services/activities, attendance record, and samples of student academic work.

Far West Regional Laboratory (FWL)
730 Harrison Street
San Francisco, California 94107
(415) 565-3000
For information on C-TAP Portfolio.
Under contract with the California Department of Education, FWL is developing and field-testing a new system to assess and certify vocational education students in California high schools, adult education and Regional Occupational Centers/Programs. A student portfolio will play a major part in the assessment system under development. Pilot test for the 1991-92 school year included 800 students in 40 vocational education classes across the state.

Madison Area Technical College
Alternative Learning Division
211 N. Carroll Street
Madison, WI 53704
Contact: Karen Johnson Kretschmann
Betty Hayes
Adult Basic Education - Pilot project which began 9/93 will develop an alternative assessment model for subject area reading/writing and math which is competency-based and which will provide more comprehensive and useful student outcome data.

Michigan State Board of Education
P.O. Box 30008,
Lansing, Michigan 48909
For information on Michigan's Employability Skills Portfolio©

Minuteman Regional Vocational Technical School District
758 Marrett Road
Lexington, MA 02173
(617) 861-6500
Contact: Sebastian R. Paquette (ext. 325)
Portfolio concept introduced in full use by 9th and 10th grade classes in 93-94 school year to be expanded to 9th-Post Graduate by 95-96. The student owned, instructor assisted portfolio displays academic and vocational achievements as well as other documentation (hard copy and disk format). Computers, scanners, cameras and laser printers are currently used to assist documentation. Future plans include CD ROM.

NASSAU Technological Center
1196 Prospect Avenue
Westbury, New York 11590
(516) 997-5410
The Bilingual Language Support Program is developing an innovative assessment process for LEP students in vocational education programs.

Prince William County Public Schools
Office of Assessment and Evaluation
P.O. Box 389
Manassas, VA 22110
Contact: J. Michael O'Malley
Prince William County developed performance assessment measures to accompany curriculum revision in language arts, math, science, and career and technical education during 1992-93. The assessment measures are an integral component of the curriculum revisions, which include upgraded outcomes and standards in each area. Performance assessments will be used along with portfolios for instruction planning on all students, and will be sampled for building-level and district-wide accountability. The accountability measures will be at benchmark grades such as grades 4,7, and 11. Central scoring of the measures used in accountability (a 1-hr on-demand performance measure plus the portfolio) will ensure acceptable inter-rater reliability. The county will collect only an "assessment" portfolio containing writing samples of project information, while teachers will maintain a "working" portfolio for use in instructional planning.

Rindge School of Technical Arts
459 Broadway
Cambridge, Massachusetts 02138
(617) 349-6753
Creators of *CityWorks*© curriculum.

University of Northern Colorado
College of Education
Teacher Education Center
103 McKee Hall
Greeley, CO 80639
(303) 351-2430 or 1-800-235-8255
Contact: Linda Brookhart, Doug MacIsaac
Students begin the development of a professional teaching portfolio program upon entry into a professional teacher education program. The teaching portfolio reflects a synthesis of the pre-service teacher's beliefs, theories, competencies, understandings, and experiences. Approximately 700-1000 students a year at various program levels are involved in constructing teaching portfolios.

Van Buren Intermediate School District (VBISD)
250 South Street
Lawrence, MI 49064
Contact: Don Olendorf
The VBISD has developed a curriculum for teaching students how to develop portfolios. This *student managed* process enables high school students to plan, organize, document, and summarize their work in core curriculum areas with an employability skills overlay.

York College Community Learning Center
94-43 159th Street
Jamaica, NY 11451
Contact: Jane Mackillop
York College Learning Center (City University of New York) serves approximately 2,500 adult learners per year with a range of diverse services including ESL, Adult Basic Education, intergenerational literacy, GED preparation, career counseling, job training and referral and child care. Portfolios are used to assess change and progress from the moment of initial assessment until a student leaves the program.

Resource Centers and Other Organizational Networks to Contact About Using Portfolios

Northwest Evaluation Association (NWEA)
5 Centerpointe Drive
Suite 100
Lake Oswego, OR 97035
(503) 624-1951
Contact: Allen Olson
The association publishes *Assessment Alternatives Newsletter* three times a year. The association's goal is to support an information network for educators interested in portfolios and portfolio assessment.

Northwest Regional Educational Laboratory (NREL): Assessment Center
101 S. W. Main Street
Suite 500
Portland, OR 97204
(503) 275-9562
Contact: Dr. Judy Arter

NREL has a clearinghouse which disseminates a newsletter, reports on portfolio projects, and annotated bibliographies of articles and papers on portfolios.

Portfolio Interest Group Program
Cooperative Research and Extension Services for Schools (CRESS)
Division of Education
University of California
Davis, CA 95616
(916) 752-8470
Contact: Jim Hahn
The CRESS Center at UC Davis is interested in helping teachers form portfolio interest groups in order to improve instruction and assessment in different subject areas. The Center's goal is to assist teachers in their efforts to design, try out, critique and redesign programs for using portfolios of student work in their own classrooms.

Portfolio Assessment Clearinghouse
University of California, San Diego
Teacher Education Program
9500 Gilman Drive - 0070
La Jolla, CA 92093-0070
Publishers of *Portfolio News*©

Written Information on Portfolios:

Crandall, Jo Ann, Directions in Vocational Education for LEP Students and Adults, (1985). Columbus, Ohio: National Center for Research In Vocational Education.

DeFina, A., Portfolio Assessment: Getting Started, (1992). New York: Scholastic, Inc.

Duran, R.P. (1989)."Testing of Linguistic Minorities". In R.L. Lynn (Ed), Educational Measurement (3rd Ed., pp. 573-587). New York: American Council on Education, Macmillan Publishers, Inc.

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Gardner, Howard, "Assessment in Context: The Alternative to Standardized Testing", (1992). In Gifford & O'Conner (eds). Changing Assessment, Boston, MA: Kluwer Academic Publishers.

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Hamayan, E., and Damico, J., (eds.), Limiting Bias in the Assessment of Bilingual Students, (1991). Austin, Texas: Pro-Ed.

Hamayan, Kwiat, & Perman, Assessment of Language Minority Students: A Handbook for Education, (1985). Arlington Heights, Illinois: Illinois Resource Center.

Mitchell, Ruth, Testing for Learning, (1992). New York, New York: The Free Press.

Navarrete, Cecelia et al, Informal Assessment in Educational Evaluation: Implications for Bilingual Education Programs, (1990). Washington,D.C.: National Clearinghouse for Bilingual Education Programs.

Raizen, Senta, Reforming Education for Work: A Cognitive Science Perspective, (1989). Berkeley, California: National Center for Research on Vocational Education.

Resnick, Lauren, "Assessing The Thinking Curriculum: New Tools for Education Reform", (1992). In Gifford (ed), Changing Assessment: Alternative Views of Aptitude, Achievement and Instruction, Boston: Kluwer Academic Publishers.

Shepard, Lorie, "Commentary: What Policy Makers who Mandate Tests Should Know About the New Psychology of Intellectual Ability and Learning", (1992). In Gifford (ed), Changing Assessments: Alternative Views of Aptitude, Achievement, and Instruction, Boston: Kluwer Academic Publishers.

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Pierce, L.V., and O'Malley, J. M., "Performance and Portfolio Assessment for Language Minority Students", Program Information Guide, Series, 9. (1992). Washington, D.C.: Department of Education, Office of Bilingual Education and Minority Language Affairs.

Zessoules and Gardner, H., "Authentic Assessment: Beyond the Buzzword and into the Classroom", (1991). In Perrone (ed.), Expanding Student Assessment, Alexandria, Virginia: Association for Supervision and Curriculum Development.

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Chinatown Resources Development Center, Promising Programs and Practices: Vocational Education for Limited English Proficient Students, (1985). Sacramento, CA: California Community Colleges, Office of the Chancellor.

ETS Policy Information Center, From School to Work, 1990. Princeton, NJ: Educational Testing Service.

PROJECTS

WHAT ?

The concept of projects is as diverse as the students we seek to serve.

For example:

- Some schools in California see projects as condensed **"Work Samples"**, illustrations of skills that students have targeted as demonstrations of their applied knowledge.
- A vocational education high school program in Cambridge, Massachusetts, has a curriculum based on **"Exploratory Projects"**, tangible results from students exploring and learning about how their community works.
- In high schools in Fort Worth, Texas, students do projects as a collection of **"Artifacts"**, pieces of proof that show how students approached a problem and resolved it in a skilled manner.

Projects frequently form the bulk of a portfolio's contents; in fact, the definitions of projects and portfolios overlap in the area of actively demonstrating acquired skills. But, projects are more of a short-range approach for assessing a student's on-going progress, and therefore may be more manageable methods for many practitioners and students to develop than full-scale portfolios.

WHAT Are the Advantages of Using Projects as A Teaching/Assessment Tool?

The advantages of having projects form an integral part of the classwork are similar to those of portfolios, especially for LEP students. Projects, like portfolios, can open the assessment process through:

- Emphasis on teamwork
- Inclusion of visual aids to supplement or better explain the written parts
- Offerings of options that span a diverse range of interests and skill levels

WHAT Are Some Examples Of Projects That Teachers Have Innovated With LEP Students In Vocational Education Programs?

Repeatedly throughout our work, practitioners expressed an interest in knowing what others in the field are doing in the classroom to make learning and assessment a more integrated, active process. Projects are a popular way of doing that.

With the purpose of providing a "clearinghouse" look at some of the dynamic projects that have been successful, but also with the caution that what works in one school setting might not be applicable to all, we include a short sampling of possibilities.

EXAMPLES OF PROJECTS

I. An Electronics Project That Reaches Into the Community

An Electronics course at the Cambridge School in Weston, Massachusetts, offers a project that focuses on all aspects of radio and its relationship to the Haitian community in the area. It touches not only on how a radio functions, but also the history of the radio, Haitian cab drivers who communicate via two-way radios, and local Haitian radio shows.

II. Cultural Allowances Add to a Project of Designing and Furnishing a Home

Giving a good example of an integrated curriculum approach, the Home Economics, Carpentry, Technical Drawing, History, and Art teachers in a high school in New Mexico created a project of designing and furnishing a Victorian house. With a student population that is largely Hispanic, the modification was allowed for several students to do a sophisticated design in the traditional adobe Southwestern tradition. (Stasz et.al., 1990).

III. An Integrated Bilingual Project Based On Tech Prep Materials

The Tech Prep Applied Mathematics teacher joined with the Language Arts Development Director to design a project at Bell Multicultural High School in Washington, D.C.. In this vocational training-oriented high school, around 50% of the student body is Hispanic. The two teachers developed a project to have the students in their classes prepare sub-titles in Spanish for the 14 video materials that accompany the Tech Prep Applied Math course as an audio/visual extension of the textbook. The project is presently in progress and has aroused the interest of the textbook's publishers. The Texas-based company plans to review the finished product, with an eye for possible national distribution.

IV. A Woodworking Project That Makes a Classroom a Studio

A cabinet maker and teacher in a New York high school has his entire classroom decorated with different pieces of furniture made by previous students. From the first day of class, everyone can see that high quality work is expected of them; work that is to be chosen, designed and made by the students themselves. The students start their year by deciding what they want to create and then learn the "tools of the trade" by doing so. This makes an innovative alternative to the typical, simple and standardized approach of instructing students to make bookends or breadboards after completing assigned exercises on separate skills. (Little, 1992).

V. A Project that Organizes an International Covered Dish Social

At Brevard Community College in Palm Bay, Florida, instructors in the VESL program coordinate a project designed to bring together a diverse student body into a cooperative whole. The "International Covered Dish Social" assignment has the students organize, plan, and produce relevant tasks that also serve as steps towards bridging cultural barriers to learning.

The assignment is for the class to prepare a dinner of international dishes, and invite outsiders to attend and enjoy the social. Everyone in the class is expected to participate; this includes speaking , listening (with respect), and doing.

After each student has described a favorite native dish, the class decides on a menu. They also prepare a list of the people to be invited. They then perform a task analysis outlining all the chores that need to be done and distribute a task sheet. Volunteers choose from the identified tasks.

From the many performance tasks generated by this project, the instructors and other students can rate the skills involved in cooperativeness, participation, and technical accomplishments.

VI. "Work Samples" Projects Used as Part of Portfolio Assessment

In the portfolios that high school students construct as part of the Career-Technical Assessment Project (C-TAP), used in some California schools, four **Work Samples** are included that show mastery of important skills. The **Samples** are products of ideas in different content areas that the students have developed into tangible results. Sample project choices suggested by content area to the students are:

A. Business Education: Computer Science and Information Systems

1) Produce a mailable letter that contains merged information and also showing the merge codes and a printout of the database used.

2) Produce a newsletter using desktop publishing software.

B. Industrial and Technology Education: Construction Technology

1) Present a complete plan, with jigs and fixtures, to mass produce a wood box.

2) Develop and print out a computer-generated flow chart for a construction project.

C. Health Careers: Hospital Information Services

1) Complete insurance forms applying all necessary codes using information in a patient's chart.

2) Design a poster showing how electronic equipment is used to communicate interdepartmentally in the acute care facility.

D. Home Economics: Child Care Occupations

1) Design a chart comparing the equipment and safety features of the outdoor play areas at three different day care centers.

2) Create a display of recipes and posters showing children working together to make three healthy snacks.

☞ **See Page 24 of this Chapter**, which illustrates a project in this skill area.

E. Agriculture: Animal Science

1) Design a livestock facility for a selected species which includes the efficient and proper disposal of animal wastes.

2) Develop a feeding program for a selected species of livestock designed to meet the nutritional needs of the animal.

VII. Using Projects as a Cornerstone in an "All Aspects of Industry" Vocational Education High School Curriculum

At the Rindge School of Technical Arts in Cambridge, Massachusetts, projects form an essential part of a vocational education curriculum. The program, called CityWorks, was specifically designed to implement the Perkins Act mandate for preparing for "all aspects of the industry". Over a nine week period, the students at this public high school rotate in teams working on projects that they have chosen from integrated offerings in 4 areas. The Rindge student population is approximately 46% bilingual and 15% limited English proficient, with Spanish and Haitian Creole being the predominant native languages among LEP students.

NOTE: The 9th grade curriculum, "CityWorks", is copyrighted by the Rindge School of Technical Arts.

☞ See page 30 of this chapter

A. Building a School "Museum" to House the Completed Projects

"Tie Me Up"

Learning what it takes to "invent", plan and make a workable machine using the tools of the welding trade. The end result is a machine with moving parts that makes rope.

"Stop and Go"

Making a working headlight and tail light assembly using the equipment in the auto shop. This involves drawing up a wiring diagram and hooking up a battery and flasher units. The final model has working directional, parking, tail, head and stop lights.

"Museum Model"

Building and constructing a working scale model of the school's Museum and studio spaces. Focuses on the different stages involved in building construction by designing new studio spaces to house the exhibits [the finished projects] of the Museum.

"Words for Work"

Working with students in all of the groups making a dictionary of technical and "buzz" words for each industrial area represented in the school Museum. The completed dictionary contains definitions, illustrations and photographs. Each student in the class has opportunities to participate in gathering information and working on the finished product, and also making the tapes for the talking robots. **The multilingual learning opportunities in this project are open and very exciting for a cross-cultural student body.**

B. Creating a New Restaurant for Cambridge

"Be a General (Contractor)"

The students are the general contractors for the restaurant job, figuring out what kinds of building materials to use in the construction and what everything will cost. The students find out from City Hall about how to pull a permit, and they visit construction sites to get an idea of what else contractors do.

"Special of the Day"

So you want to own or work in a restaurant! This project exposes the student to the how and why of kitchen and menu design. The students decide on the location, size and theme of the restaurant; determine the menu items and prices, and plan the layout of the kitchen and the equipment needed.

"Bread and Chocolate"

This project plans the breads and desserts for the restaurant, and the layout of the eating area. The students visit a few restaurants to interview owners and pastry chefs to get information about desserts. Are people more health conscious these days? Are they eating less? Should there be whole grain breads? The students also look at the layout and facilities of restaurants, and note what they should think about in choosing furniture, how they can make sure customers and waiters have room to work or eat comfortably.

"Lights, Sound, Action"

Lighting and sound play a big part in creating a pleasant atmosphere in a restaurant, and this project aims to design good systems for both aspects. The students go over electrical plans for the restaurant, talk to people in the city and at the electric company about permits, and take trips to sound system stores and lighting display rooms to price items.

"What a Site"

The students first have to decide on a location for the restaurant. Then they draw a sketch of the site and decide where to locate the building on the site, and what the building should look like to take maximum advantage of the site (how many stories high, what shape, what kinds of windows, where, etc.). They create a scale model of the restaurant.

C. Creating a New Auto Body Shop for Cambridge

"Hard Cash"

It takes a lot of planning to put together a business like an auto body shop. The students in this project get advice from people who run body shops and then figure out how to make theirs better. They figure out all the equipment they need and what it costs. They find out about the permits they need. They also make sure that none of the other groups working on the rest of the Auto Body Shop Project spend too much money!

"Draw It Out"

The job here is to plan the layout of the auto body shop and then build a scale model of it. They draw out the floor plan, deciding where to locate the equipment, paint booth, etc., and the waiting area for customers. They do instruments lay-outs and detail drawings.

"Customer is Not Always Right"

An auto body shop needs customers. The first thing the students on this project do is come up with a name for the shop and a logo. Then they make signs, design an ad campaign and come up with slogans for the ads. They also work on the customer reception area, planning the furniture and interior design.

"Breathe Easy"

One of the most important things about a body shop is the air ventilation system. The students figure out what equipment is needed and what the requirements are for this kind of system. Then they design one for the shop and figure out the sizes of the ducts and where to locate them. They make a scale model of the system to put inside the model of the shop.

D. Creating a New Teen Activities Center for Cambridge

"A Happening Place"

What makes a good Teen Center program? Who usually makes the decisions? The students find out about how other teen centers run and then figure out how to make theirs better. They come up with a finished (printed) activities program for their center.

"Everybody's Turf"

What makes teenagers feel welcome or unwelcome in a Teen Center? What could be done to make the student-designed Center welcoming to people of all races and backgrounds? The students learn about the ways that people get divided and figure out a way to bring them back together. **This project is another good example of how a multicultural student body can be integrated into classroom activities with positive input and gains.**

"Hammer and Nail"

This Teen Activities Center is going to have a woodworking shop where teenagers can make things for the Center, or things to sell or give away as presents. It is the job of this group project to plan the woodworking shop and make a scale model of it.

"On the Road"

Some teens have cars that need lots of repairs to stay on the road. This Center will have an auto repair shop where kids learn basic skills of repair and work on their own and their friends' cars. It is the students' job to plan the auto repair shop and make a scale model of it.

"A Site for Sore Eyes"

Once the students have decided on where the Teen Activities Center should be, they make a sketch of the site. Then they figure out how to use the site, how to divide up indoor and outdoor space, and what kind of structure will work best on that site. They make a three-dimensional site plan, showing the results of their decisions.

"Lay It Out"

The students design the main lounge-recreation area for the Center, first using sketches and then making blueprints. They talk with "The Happening Place" and the "Everybody's Turf" groups to find out what kind of lounge area they want and what they want in it. Then they will design it.

WHY ?

> I hear and I forget;
> I see and I remember;
> I do and I understand.
> -Chinese proverb

It is very fitting that a main reason for using projects is found through translating universal wisdom from another language.

Projects create a bridge between thinking and doing that can take LEP students beyond linguistic barriers that might be blocking a demonstration of skills and knowledge. LEP students can hear a long explanation in English and may not understand. They see something being done and they can mimic the movements. But the model will not be made into an acquired skill until the students can practice it, and produce the required process of active steps on their own.

An increasing number of educators have put the name of "cognitive apprenticeship" on the optimum learning process that takes place when working on something like a well designed project. It is what vocational teachers have known for years: that a goal of the classroom should be to have students engage in an "authentic activity" as a routine matter that takes theory into practice.

A well-designed project does that. Therefore, the vocational education classroom, with its accent on producing publicly visible and meaningful work, is the setting most well-positioned for situated learning projects to take place.

HOW ?

To design and implement a good project involves much the same process as the more extensive portfolios, but with a clearer beginning and ending, and a shorter time in between.

Like portfolios or any other "authentic activity" used for assessment, you must clearly establish two basic points before starting a project:

- The specific learning goals on which the work will focus. Both the teacher and the student should be very clear about exactly what they hope to learn by doing the activity. That gives the focus needed to see which activities will contribute to your aim and what steps are needed to achieve it.

☞ **Portfolios, Chapter 8, pages 9-22**, gives more detailed information about this step.

- How it will be determined if the goals have been reached. What are the criteria for deciding if the work done on the project is an "achievement" and to what degree? It is important that students be able to see their own progress and know exactly where they stand.

☞ **Portfolios, Chapter 8, page 31-32.**

Figures 9-1 and 9-2 are examples of how the developers of the Career Technical Assessment Project (C-TAP) offer California high school students a format for organizing the projects that will go into their portfolios.

Figure 9-1 (pages 16-17) is the initial, more detailed process for the student to thoughtfully work through all that is involved.

C-TAP Project Plan Organizer

Use this organizer to record information and ideas for your project plan. If you are planning a **group project** each team member must have separate tasks for which he or she is responsible. Therefore, it may help if each team member completes an organizer, focusing on his or her responsibilities. Your group plan can include each team member's organizer information.

Aim of the Project

I/we plan to accomplish: ______________________________

Description of Activities

Break the activities into steps below. Use as many steps as you need. Estimate how long each step will take to complete (number of hours or days).

Step 1. ______________________________

Time Required: ______________________________

Step 2. ______________________________

Time Required: ______________________________

Step 3. ______________________________

Time Required: ______________________________

Step 4. ______________________________

Time Required: ______________________________

Step 5. ______________________________

Time Required: ______________________________

Step 6. ______________________________

Time Required: ______________________________

Step 7. ______________________________

Time Required: __________ ______________________________

Figure 9-1

Source: Career-Technical Assessment Project Portfolio - pps. 11-12, Student Guidebook
California Department of Education and Far West Laboratory

Step 8. ____________________

____

____

Time Required: ____________________

Step 9. ____________________

____

____

Time Required: ____________________

Step 10. ____________________

____

____

Time Required: ____________________

Add more sheets if necessary.

Materials needed ____________________

____

____

Who outside the classroom will be involved and how: ____________________

____

____

____

____

Evaluation

Evidence of Progress; ____________________

____

____

____

____

____

Final Product(s): ____________________

____

____

____

When you have completed your organizer, use the information to write your Project Plan. Remember to follow the format used in the sample project plans. Be sure to include in your plan as many details as possible for each step of your project.

Figure 9-1 (con't)

Source: Career-Technical Assessment Project Portfolio - pps. 11-12, Student Guidebook
California Department of Education and Far West Laboratory

Figure 9-2 (below) provides a concise synopsis sheet to give the student a quick overview reference point of the entire process.

Project Plan Form

AIM:

DESCRIPTION:

EVALUATION:

Evidence of Progress (at least 3 types)

Final Product(s)

Figure 9-2

Source Career-Technical Assessment Project Portfolio - pps. 11-12, Student Guidebook
California Department of Education and Far West Laboratory

Figure 9-3 (pages 20-21) is another way that the process involved in projects can be put into an organized format for the student to follow. The format serves as the record form of projects done for portfolios at the Rindge School of Technical Arts, in Cambridge, Massachusetts.

Rindge School of Technical Arts
Industries Portfolio Record Form

Name:______________________ Industry Group:________________

Teacher:______________________

Describe the project that you have been working on:

____

____

____

Describe what is happening in the photograph

____

____

____

____

____

Glue Picture Here

What material, tools and/or resources did you use?

____

____

____

Figure 9-3

Source: Rindge School of Technical Arts
Page 20

How long did this project take? Describe all the steps involved in doing this project.

If you worked in a team, list the names of your teammates and describe what you contributed to the completion of this project.

What skills did you have to use or develop to carry out this project?

How do you feel about what you accomplished? (In what ways are you satisfied with what you did? In what ways dissatisfied?)

What are some ways you might apply what you learned in doing this project–either in other classes or in your life outside of school.

Figure 9-3 (con't)

Source: Rindge School of Technical Arts

Important Points To Remember When Developing and Using A Project

I. The Element of Choice

For students to fully integrate the knowledge derived from their work, they must feel that it is theirs; that learning has been an active experience with interest and meaning for their own lives. When students make a choice from various options, or take an idea and "run with it" at their pace and to their application, the needed feelings of ownership and consequent responsibility are fostered.

☞ **For example, see pages 7-12 of this Chapter**

We listed examples of projects offered as part of the 9th grade curriculum at Rindge School of Technical Arts, in Cambridge, Massachusetts. In each of the four integrated areas of study, the student was asked to pick a first and a second choice preference from among the various project possibilities.

An earlier section of this Chapter also lists some of the ideas from which California students can choose the **four Work Samples** that will be included in their C-TAP portfolios.

☞ **See pages 5-7 of this Chapter.**

☞ **Figure 9-4 (next page)** shows a format for the students to keep track of their choices, in terms of what skills they demonstrate. The particular skill area shown here is Child Care Occupations.

Work Sample Evaluation Form
Home Economics: Child Care Occupation

Student:

Class

Date:

Teacher:

For each work sample, indicate with a check mark all target skills that are demonstrated at a Proficient level or higher. Remember, collectively, the four samples must show proficiency in six target skills - for four required skills and two selected skills.

Work Sample Titles Required Skills (1-4)	1:	2:	3:	4:
1. Learning Materials and Activities				
2. Learning and Play Areas				
3. Positive Guidance and Discipline				
4. Nutrition and Health Habits				
Selected Skills (5-8)				
5. Operational Procedures				
6.Standards and Licensing Regulation				
7. Communication with Parents				
8. Observation Techniques				

Teacher's
Signature:______________________________

Figure 9-4

Source: Career-Technical Assessment Project Portfolio - p. 76, Teacher Notes for Work Samples Copyright © 1991, California Department of Education and Far West Laboratory

Figures 9-5 and 9-6 are samples of guidelines for a student to select "Work Samples" to include in the C-TAP portfolio as demonstrations of the targeted skills. In this particular example, the subject area is Home Economics, specifically the skills needed in Child Care Occupations.

Figure 9-5 (below) illustrates ideas given to the student as a basis for choosing which Work Samples they will develop into proof of competency.

Ideas for Work Samples in Child Care Occupations

Below are ideas for work samples. In some cases, documentation (photographs for instance) would be included in the portfolio, rather than the product itself.

- Flannel board created to tell a story to preschool children (target skills 1,2,3)
- Lab Activity Plans (with objectives, materials, procedures, and observation notes) for five subject areas (target skills 1, 3, 8)
- Role play as "teacher" explaining work site safety procedures and rules/policies to "parents" and their very active "child" (target skills 5, 6, 7)
- Recipes and poster showing children working together to make two healthy snacks (target skills 2, 3, 4)
- Chart comparing the equipment and safety features of the outdoor play areas at three day care centers (target skills 2, 5)

Source: Career-Technical Assessment Project
California Department of Education and Far West Laboratory

Figure 9-5

Figure 9-6 (below) is an example of a "caption" a student wrote to describe the Work Sample project that she had chosen to do.

Example of a Caption to Accompany Picture of Work Sample

Name: Christina Alvarez **Date:** January 17, 1992
Title: Flannel Board Story: The Hare and the Tortoise

My work sample includes the flannel pieces I made for the story "The Hare and the Tortoise," a photograph of my final story board, and a cassette tape (audio) of me telling the story and the children talking about it. I chose this work sample because it shows three of the required skills. I chose a story that 3- to 5-year olds will understand and created a "learning circle" where children can sit, see the flannel board, and discuss the story. I used positive guidance in telling the story, managing the children, and having them talk about the Hare (who thinks he will win because he is faster) and the Tortoise (who keeps on trying).

The presentation went well and the children liked it and understood it. When I do this again, I might let the older children put up some of the pieces on the flannel board.

Source: Career-Technical Assessment Project
California Department of Education and Far West Laboratory

Figure 9-6

II. The Element of Reality

How will the work be connected to the outside world and put into a meaningful context? A purpose of a project is for students to project what they have learned beyond textbooks and the classroom walls. How can skills be applied to real situations that add the experiential learning dimension which characterizes growth?

☞ Examples of projects are given on **pages 2-12 of this Chapter.**

The students can choose their projects from a variety of options, but all of the work involved leads the students out of the classroom and into their community.

III. The Element of Exhibition

The **process** of a project is designed to actively gain determined skills. The **product** of a project is a display of the skills gained, the way the students will provide visible proof of what they have learned. How the students demonstrate their mastery of certain skills should be done through some type of exhibition planned for presenting to an audience.

Preparing an exhibition calls for proof of the student's understanding and of some imaginative capability, making a project an assessment agent as well as an expressive tool. It also provides LEP students tangible channels of expressing their skills other than the written or spoken word.

Having a wider audience than just the teacher or another student view the finished work is another way of connecting the project to the outside world. Notice in the example of the project developed at Bell Multicultural High School in Washington, D.C., the project was aimed not just at the immediate community, but for possible distribution across the country.

☞ **See page 4 of this Chapter.**

A broad audience also can be an incentive needed for the students with weak writing skills to make repeated editing attempts.

☞ **Figure 9-7 (next page)** gives a format for students to follow when preparing to present their finished project work to an audience. It ensures that the student is organized, practiced, and equipped with audio/visual aids when doing an oral presentation before an audience. Those are essential guidelines that are especially important for LEP students.

C-TAP Project Presentation Organizer

The Checklist below lists steps to prepare an oral presentation about your C-TAP project. Record the date of your Project Presentation below. Fill in the date when each of the following steps should be completed. As you complete each step, fill in the completion date and check it off in the box to the right.

Date of my Oral Presentation:__________

Checklist

	Due Date	Date Completed
☐ Plan what I want to say, including:	______	______

- How to introduce my project and what the audience will need to be told about it:
- What I did:
- Who helped me with the project:
- Any interesting, unexpected, difficult things that happened and how I handled them:
- What I think of my project now that its done:
- What I found out by doing the Project, and what I learned about myself:

	Due Date	Date Completed
☐ Think about possible questions the audience might have and how to answer them	______	______
☐ Plan visual aids to help the audience understand	______	______
☐ Make the visual aids	______	______
☐ Practice my presentation to make sure that:	______	______

- I am familiar with what I want to say;
- It is organized and makes sense;
- It is between 5 and 10 minutes long; and
- My visual aids are useful.

	Due Date	Date Completed
☐ Tell the teacher if I need audio/visual equipment	______	______
☐ Invite parent(s), other teacher(s), contact(s) outside of school	______	______

Figure 9-7

Source: Career-Technical Assessment Project, California Department of Education and Far West Laboratory

☑

HOW Do Some Schools Foresee Projects Being Used Even More Extensively?

A more ambitious type of project, called the Senior Project, has been successfully implemented within some high school academic curriculums. As a way to reach an integrated curriculum, vocational education programs are also beginning to try Senior Projects. In some cases, schools have made the Senior Project into a required credit for graduation.

Basically, what is involved is students will choose a topic to explore and develop their senior year of high school. Ideally, at least in the eyes of the vocational education programs, it is a topic that also responds to a need in the community. The stages to follow with the chosen topic are:

- Research (gathering of primary and secondary source information)
- Analysis
- Application
- Production

Schools can adapt the Senior Project to their own settings. For example, the Paul Hodgson Vocational-Technical School in Newark, Delaware, has had the "Senior Project: An Exhibition of Achievement" underway since 1990. The staff designed the "Senior Project" as a process of bringing student-centered research to the development of a career related product and a final public presentation. The Project gives the guidelines for students in the vocational program to demonstrate their integrated academic knowledge through authentic performances.

At the Rindge School of Technical Arts (RSTA) in Cambridge, Massachusetts, the staff has been studying how the Hodgson School successfully implemented a Senior Project which was so encompassing that it meant major curriculum and schedule accommodations. RSTA is in the process of debating how they can "customize" Hodgson's experience to their own program needs, but basically the plan envisions:

- Seniors attending a once/twice a week seminar, preferably co-led by an English teacher and a technical teacher. The student will receive either a Social Studies or an English credit for the project.
- Each senior will have an advisor, mainly drawn from RSTA technical teachers, with whom the senior meets once or twice a week.
- Each senior will have a community/industry mentor with whom s/he meets periodically and presents progress reports to.
- Before actually implementing this as part of the curriculum, RSTA is aware that thought will have to be given to addressing the language credit component for LEP students. Demonstrated proficiency in a language, even other than English, has been accepted as a valid language credit by the Cambridge school system.

The community involvement is essential to RSTA's concept of making a project into scholastic credits. Having a community connection to the real world is seen as raising the standards of work done by the student, and also makes the vital connection for integrating school and the real world. The students choose their projects, but ideally, the school should have them defined by the community's needs.

A good example of how RSTA hopes to accomplish this, is the very project that will be starting off this "experiment".

In an outreach recruitment activity at another school's 8th grade, the team from RSTA was told about the school's need for stage lighting so the students could do good theater productions. RSTA seniors concentrating on electronics in the vocational section will work with seniors in English and theater classes in the "academic" section of the school to research theater productions, the writing and directing of plays, and then design, build, and install stage lights and equipment for the lower school.

WHERE?

Points of Contact That Have Developed and Used Projects

Bell Multicultural High School
3145 Hiatt Place, N.W.
Washington, D.C. 20010
(202) 673-3551
Contact: Ana Vasquez or Kevin Farley

Brevard Community College
250 Grassland Rd., S.E.
Palm Bay, Florida 32909
(407) 951-1060
Contact: Kathy Talley or
Sue Lundgren

C-TAP/Far West Regional
Laboratory
730 Harrison Street
San Francisco, California 94107
(415) 565-3000

Hodgson Vocational-Technical
High School
2575 Summit Bridge Rd.
Newark, Delaware 19702
(302) 834-0990

Michigan State Board of
Education
P.O. Box 30008
Lansing, Michigan 48909

Rindge School of Technical
Arts
459 Broadway
Cambridge, MA 02138
(617) 349-6753

Written Sources of Information on Projects

Crandall, Jo Ann, "Directions in Vocational Education for LEP Students and Adults", (1985). Columbus, Ohio: National Center for Research In Vocational Education.

Duran, R.P. "Testing of Linguistic Minorities" (1989). In R.L. Lynn (ed.), Educational Measurement (3rd Ed., pp. 573-587). New York: American Council on Education. Macmillan.

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Stasz, C., McArthur, D., Lewis, M., and Ramesy, K., Teaching and Learning Generic Skills for the Workplace, (1990). Santa Monica, California: The Rand Corporation.

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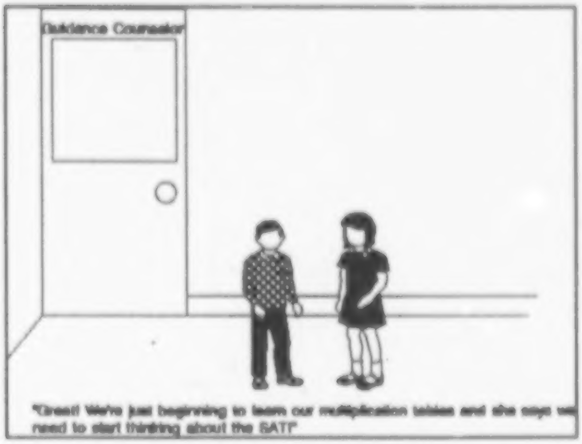
Standardized Tests

WHAT ?

It seems almost superfluous to explain what something is when that "something" has been a part of most people's lives since kindergarten. Just say "This is a standardized test" and people immediately see sealed booklets being passed down the row and number 2 pencils being sharpened. Many might also feel sharp pains in their stomachs and cold sweat on their faces since standardized tests are often synonymous with high stakes, with results that have enormous impact on our lives. They are frequently a determining factor in deciding which school we can go to, what class we will be in, what job we will get...in short, which direction our lives will take. That makes standardized tests a pervasive and powerful part of our educational system.


Guidance Counselor
"Great! We're just beginning to learn our multiplication tables and she says we need to start thinking about the SAT!"

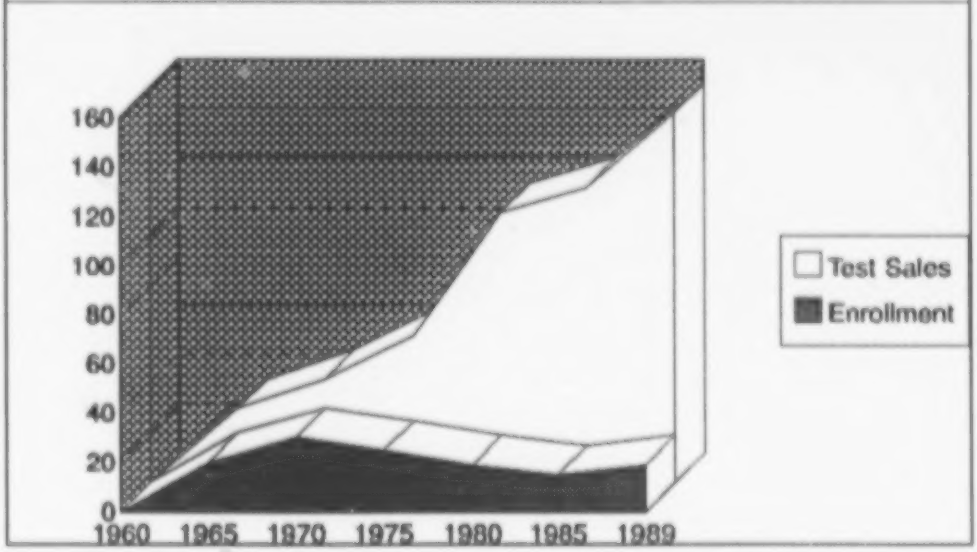
As a big part of our lives, standardized tests are also a big business. Statistics from studies done on the administering of standardized tests vary slightly, but it is estimated that:

> **A total of 20 million school days, at a rough cost of $700 to $900 million, are spent on giving the 127 million separate tests that American school children take annually as part of the standardized batteries mandated by states and districts.**
>
> - National Commission on Testing and Public Policy, 1990, p.8.

And the monies generated by standardized tests have increased, even when student enrollment has declined.

Growth in Revenues 1960-1989

In Test Sales and Public School Enrollments



Source: Office of Technology Assessment, 1992

To put such staggering figures into a more manageable context closer to home, we can take a look at the example of one fairly typical large school district. The following facts were gathered by the Office of Technology Assessment, U.S. Congress, from the director of Testing and Evaluation in an urban public school district for the year 1990-1991:

Total Enrollment: 191,000 students (140,000 of which are tested)

Teachers Employed: 12,000 (including special education personnel)

Total Budget: $1.2 billion

Tests Administered: Norm-referenced questions supplemented with locally developed criterion-referenced checklists; purchased from large commercial publishing company that machine scores the tests and provides computer-generated score reports to district personnel.

When Administered: Twice a year (fall and spring)

Annual Materials' Cost of Administering:
$1.6 million ($ 5.70 per student per test administration).

Salary Costs for Teacher Time Spent Administering Tests:
$3.6 million ($ 1.8 million per testing cycle).

Salary Costs for Teacher Time Spent in Classroom Preparation of Students for Standardized Tests (varied with teacher):
Case A= 1.5 weeks of preparation: $ 7.2 million per administration

Case B= 3 weeks of preparation: $ 15.3 million per administration

Total Salary Costs for Teacher Time (Administration + Preparation):
Case A= Per session: $ 9.0 million
Per Year: $ 18.0 million

Case B= Per session: $ 15.3 million
Per Year: $ 30.6 million

Total Testing Costs (Materials + Teacher Time) To District:
Case A= Per session: $ 10.6 million
Per Year: $ 19.6 million

Case B= Per session $ 16.9 million
Per Year: $ 32.2 million

Source: Office of Technology Assessment, 1992, pp 26-27

BEST COPY AVAILABLE

WHAT Are Standardized Tests?

Standardized tests are clearly high stakes and high cost tools in our educational structures. But technically, in the basic nuts-and-bolts functioning sense, what are they?

> U.S. Department of Education's Official Definition
>
> **A test is standardized if it is based on a systematic sampling of behavior, has data on reliability and validity, is administered and scored according to specific instructions, and is widely used. A standardized test may be norm-referenced or criterion based. The tests may, but need not, relate to readability levels, grade level equivalencies, or competency based measurements.** (Federal Register, August 8, 1989, p. 34435.).

To make life simpler and our baseline definition clearer, let's break down that official, technical version bit by bit.

"a systematic sampling of behavior"

A certain part of the population has been grouped and studied under structured conditions. Their responses to developed stimuli (questions) have been recorded and ranked using statistical analysis.

"reliability"

This tells you if you can trust the scores of a test to be repeatable or stable, able to be duplicated under the same conditions and not registered merely as a fluke. When a test is being developed, the results that are found to reoccur during the trial testing stage are calculated with a statistical formula to get a "reliability coefficient". A coefficient of at least +0.80 or higher is usually considered necessary for a test to be "reliable".

"validity"

Refers to whether or not a test actually measures what it pretends to measure, and nothing else. In theory, you can make inferences about a person's possible performance based on test scores. " Validity" is whether those inferences gathered from the scores recorded when performing a determined task are valid or not.

"specific instructions"

These are the "structured conditions" mentioned under "systematic sampling of behavior". Factors such as time, allowance for repetition or elaboration of instructions, guidelines for accepting or rejecting responses, and stopping the test are the usual steps that must be taken in accordance with a specific test's instructions.

"norm-referenced"

These types of tests give scores that can be compared to how a studied group normally performed on the tests. Using the "norm" score as a reference point, you can see if the test taker performed above the average or below the average of what other people have usually done on the same test. This is similar to the "grading on the curve" concept, seeing who is doing the worst and the best in class, depending on how everyone else has done.

"criterion-based"

These types of tests measure a person's performance in reference to established, carefully defined standards (such as 90 points on a test means getting an A), rather than to other people. Items on the test are chosen on the basis of their importance, not how well they differentiate among people.

"grade level equivalencies"

These are the tests which give scores that have been normed on children in the elementary, middle and secondary school grades. For example, a score of 4.8 means that the test taker is functioning at a level typical for a fourth grader in the 8th month of the school year.

"readability levels"

Reading inventory comprehension tests commonly do percentage scoring of answers to give 3 general levels of abilities. Percentages are not exact because some flexibility should be given on both the high and low sides:

1) Independent Level (90%-100% correct) = the student can understand the text involved independently with no need of instruction.

2) Instructional Level (70%-88% correct) = the student will understand the text involved with normal teacher assistance.

3) Frustration Level (50% or below) The text involved is too difficult for the student to attempt with any chance of success or meaning.

Other ways for registering readability levels are by degrees of proficiency established by certain programs or states, and as grade level equivalencies.

"competency-based measurements"

Tests that give scores in terms of the degree of accomplishment of stated objectives.

To pull it all back together again, we can therefore define a "standardized test" as one that is:

- developed from statistical studies of responses from certain groups of people;
- administered under standard, pre-set conditions; and
- designed to measure a specified skill.

WHY ?

WHY Are Standardized Tests Used?

Formal testing in schools with standardized procedures started its official way into the Western world at the turn of the century with the work of Alfred Binet and his French colleagues. Binet was asked by the educational leaders of Paris to help determine which students would succeed, and which would likely fail in the elementary schools. His solution was to develop a large set of items that would prove the most discriminating among young children in light of his particular goal. This work ultimately led to the first intelligence tests and the calculation of an IQ, or intelligence quotient.

In the U.S., World War II brought the real boom to the commercial, standardized testing for "trainability" purposes. The Armed Forces had to deal with floods of new recruits to be trained during the war, and schools had to process the thousands of applicants using the G.I. Bill to continue their education after the war.

Having the Army lead the way in implementing, expanding, and legitimizing mass tests in this country helps to explain why a pervasive standardized testing mentality has developed. In education, that mentality is reflected as a "uniform view of schooling": students encounter identical curriculum, subjects are taught with same basic procedures, and students are evaluated according to the same formal, "standard" instruments.

There are some cases and times when a standard view is needed. Standardized tests in themselves are not always bad; it is the way that they are used and how their results are used that can produce negative effects. When we look at why they are used heavily throughout education, we see major reasons that could be interpreted positively or negatively.

WHY Are Standardized Tests Considered Useful Assessment Tools In Some Situations?

1) Official Accountability

Tests are increasingly a legal requirement for local, state, and federal educational programs. According to a study on testing in American schools, 46 states had mandated testing in 1990, as compared to only 29 in 1980. (OTA, 1992, p.2).

2) Comparison of Programs

Administrators and policy makers often gauge a program's effectiveness through the results of mass testing, especially in tight budget times. In fact, "Outcome-based measures of the effectiveness of educational programs -- generally achievement test scores-- have become key elements in the congressional appropriations and authorization process." (OTA, 1992, p. 2).

3) Comparison of People

When you apply for a job or to college, tests compare the preparation levels of the applicants. Tests are used to show who has made the most progress, who still has needs to be met, and even who is the most "suitable" person to date.

4) Instructional Decision Making

Publicizing low national test scores served as a large impetus for the movement towards a more "competitive" curriculum and efforts to implement education reforms throughout the last decade.

WHY Standardized Tests Should Be Used Very Cautiously, Especially With LEP Students

We started with the "good news" possibilities of standardized tests. The controversies raised by the results of even some of the best intentions of the tests and their users make the "bad news" side one that carries a tremendous amount of weight and cause for concern. Why?

1) There are Tests That Don't Live Up to Name or Claims

By definition, all standardized tests are based on a theory, but the theory isn't necessarily based on fact. There are tests which are inaccurate in their stated purpose or particular name.

This malady can happen even to the "sacred cows" among standardized tests, like the SAT. For decades, the Scholastic Aptitude Test has been one of the definitive inputs in the decision about a student's college potential. Each year, 1.5 million students have implications about their supposedly raw intelligence- or lack thereof- determined by their performance on the SATs.

Yet, last year the publisher, The College Board, recognized that the test actually measures achievement as well as **developed** ability, and cannot be accurately described as a test of "aptitude".

Some of the proposals for the needed new name give a sardonic summary of many peoples' frustrations with what they viewed as a biased test. Since the College Board wanted to keep the acronym of SAT, tongue in cheek suggestions ranged from Students Are Tricked, to Sexist And Trivial. According to the test's critics, any of the more serious suggestions, such as Student Assessments for Transition, or Student Attainment Test, would just be cosmetic touches to mask alleged bias problems with the test.

The final decision by the publisher was to change the test's name to Student Assessment Test.

If we look at another example of a test not really testing what it says it does, we see that even the best of intentions can invalidate results.

One of the most commonly administered tests of children's abilities was carefully translated into Spanish appropriate for Mexican-American students. The part of the test that was supposed to test short-term memory seemed simple enough--- just translate the sequence of numbers the children were expected to repeat back.

Yet, when the numbers were translated into Spanish, the English, single-digit quantities turned into twice as many syllables. And since Spanish has fewer vowel sounds and consonants than English, the translated words sounded more similar to each other than the English number words did.

Both of these effects, acoustic similarity and length of stimulus items, have been shown to significantly affect memory tasks. Field testing the translation proved that the Spanish test group did indeed score lower (O'Conner, 1989).

Translating the words of the test also translated the purposes of the test. It no longer was a fair assessment of a child's short-term memory.

2) Tests Can Produce "Self-Fulfilling Prophesies"

Research has repeatedly shown that teachers' expectations of students, consciously or unconsciously, are affected by knowledge of test scores. As early as 1909, this occurrence was studied as the "Looking Glass Theory", the tenet that people tend to adapt behavior and self-perceptions to how they see themselves as viewed by other people. (Lewis, 1987).

Good test scores can make teachers view students positively. Consequently, teachers create high expectations which they encourage the students to fulfill. On the other hand, low test scores can produce low expectations and little encouragement.

A Sample Study

A classic study of this phenomenon created quite a stir when it was published in the 1960s, and it is still frequently referenced and debated today by many in the field of testing.

A research team from Harvard University administered a well-known standardized test of general abilities to the students in a San Francisco elementary school. The teachers were told, however, that the "Harvard Test of Inflected Acquisition" was being used, a false, but purposely imposing name for the test. The teachers were also given falsified results, not knowing that experimental and control groups had been established for research purposes.

Although the labeling was done by experimental and control grouping, and not by the test results at all, the teachers were told that 20% of the students were "late bloomers ready to bloom"; the students who would show "potential spurts" in intellectual growth during the ensuing year.

At the end of the year, the students were tested again and teachers' opinions surveyed. The children in the experimental group who had been labeled as "potential spurts", regardless of their initial test scores, registered the greater gains in the standardized test's scores and in grades in reading. They were also the students rated by teachers as being "happier, more intellectually curious, and less in need of social approval." A demographic breakdown of the results showed further that the greatest gains within the experimental group occurred among Mexican-American boys.

In other words, teachers' positive expectations, fostered by tests scores, seemed, in turn, to actually raise tests' scores and grades.

The interpretation of these results was the basis for the title of the book, The Pygmalion Effect, that reported the study. Drawing from the George Bernard Shaw play about a professor transforming a "low-class" flower girl into a "fair" lady, the preface of the book quotes the play's main character as saying:

> **"The difference between a lady and a flower girl is not how she behaves, but how she is treated."**
>
> - Eliza Doolittle, Pygmalion

3) Tests Can Displace Focus of Instruction

Bringing standardized tests into the classroom can take assessment away from the integral parts of learning and the main characters, ie., what is happening on a day to day basis between the teacher and the students. Tests can create the instructional time "detour" of teaching to the tests, with the consequent loss of real productivity and gains. Studies have quantified the loss as follows:

- It takes an average of 140 hours of intensely focused instruction to produce ONE grade level rise on standardized test (Thomas et. al., 1991). Is that what you want so much of your teaching time strictly focused on, trying to raise by one year what is a dubious concept anyway,especially for older students?

- For LEP students, the time loss is even more pronounced. Studies done by linguists on how much time is needed for LEP students to reach the 50th percentile ranking on standardized tests yielded the following averages:

    - If an LEP student was under 12 years old when he/she arrived in the U.S. and had at least 2 years of schooling in their native language, **5-7 years are needed.**

    - If the student arrived in the U.S. between the ages 4 and 6, with little or no schooling in native language, **7-10 years are needed.**

    - For those that arrive in the U.S. during adolescence, **7-10 years are needed.**

- Collier, 1987

In other words, if standardized tests are used as primary indicators, for 5 to 10 years in the lives of LEP students they will be considered well below average in many skill areas just because they don't have the standard language or background that the tests results are measured by.

4) Results Have Been Used to Mislabel and Misplace Students

The majority of standardized tests are normed on native English speakers, making results non-applicable when language interference factors are not taken into account.

That was the premise validated in a lawsuit brought by Asian American families in Philadelphia. In response to the lawsuit, an elementary school evaluated 50 LEP students through an **observation** process rather than standardized tests. Under the test-based decision process used in the past, most of the 50 children would have been placed in special education. Under the observation system, only four were. (Fair Test, 1990, p.9).

On the national level, it is estimated that 40% to 50% of LEP students have been mislabeled based on results scored on standardized tests. (Sosa, 1990).

Why are so many mislabelings, misinterpretations, and misplacements made when LEP students are judged on the basis of traditional psychometric tools? If we look at the different linguistic/cultural dimensions that come into play and place them against the "norm" that is expected, we get a clearer picture of what is involved.

Cultural Behaviors Which May Impact Test Performance Results

The fifteen factors we explain here are by no means the only cultural behaviors with potential impact on performance results, nor should they be considered as universals in any culture. Culture is learned at a local, personal level, so there will always be differences, even among people in a similar group.

With the reminder that **ALL** students are different and unique, we can examine some of the variables that make a difference.

I. Movement

Bodily movements differ across cultures both in their types and range. For example, in some cultures, people typically "talk with their hands", being more actively expressive when they speak.

In many U.S. classrooms, however, a passive style is rewarded, and students whose style is more active are often referred for behavior problems. A standardized test situation is almost always a passive one, sitting quietly for a long period of time to follow imposed instruction. A person with a more active, independent style might perform poorly in such a setting.

II. Space

People from different cultures use, value and share space differently. For some persons, close proximity to another while talking is an invasion of private space; for others, it is a natural placement showing support and attention.

In the typical U.S. assessment process, taking a test is a formal procedure requiring certain distance between the test administrator and the test taker. For students who value proximity, the physical distance is seen as an emotional gap that can make the testing situation stressful and uncomfortable, and performance could consequently suffer.

III. Time

In the United States, "time is money"; speed and efficiency are highly valued goals. In contrast, other cultures see time as more expendable, and interpersonal exchanges take priority over punctuality.

Most standardized tests are "speed tests", based on the assumption that all students have learned to move through tasks as quickly as possible. Since scores are tied to time, cultural variations of the concept directly affect the results.

IV. Interactions

Another cultural variable in the concept of time is the orientation towards monochronic or polychronic activity. In a monochronic culture, people are encouraged to do one thing at a time; in polychronic cultures, people are generally used to handling various interactions at the same time.

The maxim "business before pleasure" reflects a monochronic orientation and the preferred approach in the U.S.. Assessment is usually operated on a monochronic basis, and tests are structured for a student to methodically take one step at a time within a specified time frame. These monochronic features inherent in a testing situation can create extraneous difficulty for a student accustomed to a polychronic approach.

V. Bio-rhythm Adaptation

A culture's scheduling of time can set a person's internal bio-rhythm time clock. Ben Franklin captured the American valued preference for schedule with his maxim: "Early to bed, early to rise,/ Makes a man, healthy, wealthy and wise."

Yet, there are some countries where offices close up for several hours in mid-afternoon and don't finish business until 8 PM; restaurants don't even open for dinner until 9 PM; and the theater starts at 10:30 P.M. Evenings are a time of activity and the morning something to be leisurely started. For a student raised in this culture, it is disorienting to deal with the American preference for getting "students early while they are fresh," a mentality that usually schedules tests for first thing in the morning.

VI. Cognitive Style

Increasingly, the difference in the continuum of cognitive styles is being made synonymous with the different functioning between the left and the right hemispheres of the brain.

The differences of the two with the corresponding approaches to assessment have already been noted in

☞ **Chapter 4, Assessment, pages 2-3.**

Here, therefore, we merely note again that the traditional testing, assessment situation favors the left-brain methodical, reflective, rational approach over the more intuitive, global, and hands-on, right-brain style.

VII. Perceptual Style

The environment in which a person is raised affects the perception of the world and its objects. For example, present a picture of a horse to students from different backgrounds, and you can get different views of the same animal. A person raised in a culture where horses are used for work and transportation will focus on the horse's feet or mouth. A person raised in an urban setting might only know a horse through rides on a carousel and therefore the color is the important part of the animal.

Research suggests that perceptual styles vary in the dimension of field independence/field dependence. A person with a field-independent perceptual style can pick up on specific details within a complex pattern, able to see them apart from a whole. In contrast, field-dependence perception means that you need the whole to be able to identify the small parts.

In general, the formal testing process favors the field-independent perceptual style. Students who are able to perceive details will usually perform better on standardized objective tests than someone who has been raised in a culture that has cultivated global perceptions.

VIII. Goal/Structure

Most games played in the U.S. have a winner and a loser, and students learn early in life to compete in order to win. Doing better than others is often proof of mastery, and American classrooms have traditionally favored such a competitive belief.

In contrast, there are cultures that create cooperative societies in which working together is a mutual goal. Students raised in such cultures are at a great disadvantage in the typical testing situation that calls on individuals to keep their answers to themselves while they work silently and on their own, and to do their best, meaning better than others.

IX. Gender/Role

The effect that gender can have on assessment results has already been discussed earlier in this Handbook.

☞ Chapter 7- Rating Scales, page 20.

It should be further noted that gender-determined roles are in flux in many areas of the world, and two students from the same culture might have diametrical points of view or behavior in this respect.

X. Role

As an extension of the traditional emphasis on competition, individual achievement is sufficient motivation for most American students to do their "best". For a person who has been raised in a culture where their role as a family member is just as valued as their role as an individual, motivation will be tied more to family expectations than their own individual goals.

XI. Locus of Control

"You can do anything that you really want to do" extends the individual approach to feeling that a person is in control of their own fate. In the U.S., a great emphasis is placed on the belief in individual responsibilities and rights.

In contrast, there are other cultures that believe that control lies outside the individual; that forces, such as fate or spiritual beliefs govern the outcome of one's efforts. For a student raised in a "fate" or spiritual system, he/she can trust a prayer before taking a test just as much as anything else done in preparation for getting good results.

XII. Language Use Patterns

The manner in which a person uses a language, knowing when different styles are appropriate and with whom to use them, are developed language use patterns. LEP students can often "misread" a situation, and not realize that a particular language pattern or tonal register is being called for. This could result, for example, in using informal English without realizing that a testing situation calls for more formal expression.

Consequently it is not sufficient to draw conclusions about students' language proficiency based on just one test or task.

XIII. Language Loss

The rate that LEP students lose their first language in the process of acquiring a new one might be greater at times than the gains being made in English. Loss of proficiency in a first language while learning a second one can create confusions that will interfere with performance on tasks directed to monolingual students.

XIV. Code Switching

Bilingual students often switch back and forth between languages, even in the middle of a sentence. Once, this was viewed as a weakness, as having to fill in words unknown in the other language. However, research has shown that this "code switching" is predictable and regular, since the rules of both languages are maintained throughout the exchange.

Yet, if a student switches codes during an answer to a standardized test, usually the response has to be counted wrong, even if the content was right.

XV. Language Variance

The communication of information is affected not only by different languages, but also by the differences possible within the same language. Just as a person from Birmingham, England, might be puzzled by the way a person from Birmingham, Alabama, speaks, so it happens when other people speak supposedly the same language. The Spanish that has evolved in Latin American countries has taken unique turns away from the original "Spanish from Spain" starting point, and the dialects among Arabic countries can be mutually incomprehensible.

If a student is from a linguistic situation different from the evaluator's, or if the test was designed and normed on a population speaking a different dialect than the student being tested, then the student may be wrongly judged.

☞ Figure 10-1 on page 24 of this chapter will give you a continuum on which you can rate your students' acculturation level; their point on the scale of these cultural/linguistic dimensions that affect testing/learning performance in an American classroom.

HOW ?

> "Interpreting test scores calls for experience, flexibility, and willingness to remember that one's statements are probabilities rather than certainties. To expect more of a test is, at best, foolish. To claim more is at the least, naive."
>
> - Spolsky
>
> cited in DeAvila, 1990, p. 222.

We have already pointed out why many grains of salt should be taken with each standardized test. Many educators complain that there are so many problems with the tests, why must their students take them at all?

The **What** section of this chapter addressed that question by showing how standardized tests are a big part of the schooling process. They will continue to be so for quite some time. Since legal mandates require that they be administered, how can the process be done, the tests given and taken in the least harmful way possible? Within the constraints inherent in the very fact that the test has been standardized, there are two checklists that educators can note to better use and understand standardized tests. The checklists give the guidelines to find out:

- ☑ **HOW** to know if a standardized test is right for you and your students
- ☑ **HOW** to make the most of a standardized test

This section will also show:

- ☑ **HOW** some standardized tests are being used by vocational evaluators

HOW To Know If a Standardized Test Is Right For You and Your Students

Read the manuals and descriptive materials that come with the tests. Use them as a guide to help you answer the questions that should be addressed **before** using an assessment instrument.

1) How have the test developers defined the skills and concepts they are proposing to examine with their product? Do they match your interpretation of the concept being targeted? The problems that can be created by a mismatch here are illustrated in

   ☞ Page 9 of this Chapter.

   It explains the misconception of what "aptitude" really means and how it is often misused by standardized tests.

2) Knowing what the test is designed to do can help you decide what you want to do with it. Why are you using this instrument? What do you want it to accomplish? Too often, educators are given a test to administer, and even use it frequently, but don't know what exactly it is testing.

   For example, in 1991, a survey was taken in Texas among those responsible for carrying out vocational assessment under the Perkins Act. One hundred thirty professionals in the field followed the survey's format for listing the commercial instruments they used in the given categories of assessment areas, such as interests inventories, aptitude tests, and work samples.

   In the summary of conclusions to be drawn from the results of the survey, one of the five points noted was: "Those who completed the survey often listed instruments in incorrect categories or with incorrect names. There appears to be a great deal of uncertainty about what the instruments listed actually are designed to measure." (Kapes et.al., 1991, p.7).

3) For whom was this instrument originally developed and why? Who has taken this test and what are their characteristics? Are they at all similar to your students?

4) What is the language background, ethnicity, and gender of the person(s) who developed the instrument?

5) What is the validity of the instrument? (Remember the technical definition of validity is that a test actually measures what it says it measures.) The manual will give statistical results about the validity studies done when developing the instrument.

6) How reliable is the instrument in being able to give consistent results over time? Again, the manual, if the test is expected to be taken seriously, will give the statistical results from reliability studies done when developing the instrument.

7) What are the conditions for administering the test? Does it allow for interruptions so clarifications can be asked for and given along the way?

8) How are the results communicated to the test takers? Are there instructions for giving feedback or doing a follow-up?

9) Is the instrument culturally biased? If so, how? Can it accommodate varying value systems?

   When it comes to taking into account different value systems, you have to consider how many of the factors that influence a student's performance have a cultural/linguistic basis.

☞ **Figure 10-1 (next page)** shows a **Continuum of the Cultural and Linguistic Dimensions** that you can use to rate your students in these important areas. It can help you determine where a particular student fits within the acculturation process needed to overcome problems with American standardized tests.

The right side of the continuum are the factors that are most valued in the U.S. and reflected in the concepts and procedures of taking tests in this country.

Therefore, the higher the score, the closer the match between a student and a traditional psychometric approach or test. The lower the score, the lower the level of acculturation and the greater need for non-traditional assessment approaches.

Notice in the factors listed for the Continuum, only four of the dimensions of the learning/performing process are **specifically linguistically linked.** No wonder many in the field feel that "language proficiency" is too narrow and simplistic in classifying communication levels. The term **"communicative competence"** is thought by many to be a more accurate capturing of all that is involved.

☞ **Pages 13-19 of this Chapter** give explanations of the different dimensions and their impact on the testing/learning process.

A CONTINUUM OF CULTURAL & LINGUISTIC DIMENSIONS

	1	2	3	4	5
I	Active		Movement		Passive
II	Close		Space		Distant
III	No strict Time Schedules		Time		Adherence To strict Time Schedules
IV	Polychronic		Interactions		Monochronic
V	P.M.		Bio-rhythm Adaptation		A.M.
VI	Intuitive		Cognitive Style		Reflective
VII	Field-Development		Perceptual Style		Field-Independent
VIII	Cooperative		Goal/Structures		Competitive
IX	Inequality		Gender/Role		Equality
X	Group		Role		Individual
XI	External		Locus of Control		Internal
XII	Mismatch		Language Patterns		Match
XIII	Extensive		Language Loss		Minimal
XIV	Frequent		Code Switching		Infrequent
XV	Nonstandard		Language Variance		Standard

Adapted from:"Practical Consideration for Assessment of LEP Students. . ." Chamberlain and Medinos-Landurardi; 1991

Figure 10-1

HOW to Make the Most of a Standardized Test

1) Read the manual ! Check the points already highlighted in

☞ **Pages 21-24 of this chapter, "How to Know If a Standardized Test Is Right For You and Your Students."**

2) Use the appropriate level. This can be a real problem for older students especially; also for those who have a low level of language skills, but a level of maturity that would be offended by, or find irrelevant, a low level test.

3) Let learners adjust to the situation before taking the test; provide anxiety reduction experiences.

4) Accept that even the most "comprehensive", "in-depth", "diagnostic" standardized test will give only a small part of a student's learning profile, and that small part is only in a limited situation.

5) Cultural variables can also be reduced if test-taking strategies are taught. This shouldn't be interpreted as a call to "teach to the test", but rather a recognition that the playing field should be leveled for all of those who are assigned to it.

HOW Some of the Standardized Tests Are Being Used By Vocational Evaluators

To give an idea of how standardized tests are currently being used in vocational assessment, we present here the results of three different surveys.

☞ **Figure 10-2 (next page)** shows the tabulated final results when professionals in the state of Texas were surveyed. The purpose was to investigate the actual use of vocational assessment instruments with students with special needs as part of meeting the requirements of the Perkins Act. It lists the most commonly used instruments with the respondents' opinion about each one.
(Source: Kapes et.al., 1991)

Results of Texas Survey of User Opinions of Assessment Instruments

Assessment Instruments That Are Most Used:

APTICOM
Career Ability Placement Survey (CAPS)
Career Occupational Preference System (COPS)
Differential Aptitude Test (DAT)
McCarron-Dial Evaluation System (McC-DIAL)
Occupational Aptitude Survey and Interest Schedule (OASIS)
Pictorial Inventory of Careers (PIC)
Becker Reading-Free Vocational Interest Inventory (RFVII)
Social & Prevocational Information Battery (SPIB)
Talent Assessment Program System (TAPS)
Vocational Training Inventory & Exploration (VOC-TIES)
Wide Range Interest Opinion Test (WRIOT)

	5-Point Rating					Opinions										
Instrument	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
APTICOM	1	1	2	10	6	-	-	-	3	5	1	-	-	5	-	2
CAPS	-	2	12	6	3	2	-	-	2	-	-	-	1	3	1	-
COPS	-	4	2	7	3	-	-	-	-	1	-	-	-	2	-	-
DAT	-	3	4	7	4	1	-	-	-	1	-	-	-	1	-	2
McC-DIAL	-	2	2	7	11	-	-	-	-	3	-	-	-	1	-	-
OASIS	1	22	15	16	1	-	-	1	8	-	-	1	-	7	5	-
PIC	-	2	4	6	1	-	-	-	2	-	-	-	-	-	-	-
RFVII	2	3	10	12	2	-	-	-	6	-	-	-	-	1	-	-
SPIB	-	2	2	1	1	-	-	-	-	-	-	-	-	1	-	-
TAPS	1	-	1	11	1	-	-	-	-	1	-	-	-	1	-	-
VOC-TIES	-	-	3	-	5	1	-	-	2	-	-	-	-	-	-	-
WRIOT	1	1	5	5	-	1	1	1	4	1	-	-	-	1	-	-

1 - Very Poor
2 - Poor
3 - Fair/Average
4 - Good
5 - Very Good

6 - Works Well in Groups
7 - Compare Results with Academic Achievement Scores at Grade Level
8 - Results Have Limited Use
9 - Easy to Administer/Score
10 - Hard to Administer/Score
11 - Administration Time Consuming
12 - Need Large Room to Administer
13 - State Recommended*
14 - Not Appropriate for Certain Disabilities
15 - Meets State Requirements
16 - Expensive

---

* There is no state recommendation for assessment instruments.

Source: Kapes et. al., 1991

Figure 10-2

- ☞ **Figures 10-3** through **10-6** give the results of a similar survey taken in Pennsylvania but in more detail. The tests are classified by area assessed and population for which they are considered appropriate.
- ☞ Figure 10-3 (next page): Aptitude Assessment Instruments
- ☞ Figure 10-4 (page 30): Interest Assessment Instruments
- ☞ Figure 10-5 (page 31): Learning Styles Assessment Instruments
- ☞ Figure 10-6 (page 31): Combination Assessment Instruments

Source: Special Vocational Educational Services in Pennsylvania
Director, Eleanor Bicanich

APTITUDE ASSESSMENT INSTRUMENTS RATING SHEET

The numbers are averages tabulated from ratings collected from counselors on their recommendation (on a scale of 1 through 5 with 1 being first choice) for using that particular instrument with the population noted above each column.

Title	Disad-vantage	LEP	Learn. Disabl.	Visually Impair.	Hearing Impair.	Phys. Disabl.	Mentally Disabled		Regular Student
							Mild	Mod	
Aptitude Based Career Decision Test (ABCD)	1		1		1	1			1
Armed Services Vocational Aptitude Battery (ASVAB)	1.5		2		1	1			1.5
Bennett Hand-Tool Dexterity Test									
Bennett Mechanical Comprehension Test (BMC)	4		4		4	4	4		4
Career Ability Placement Survey (CAPS)	2	2	1.5	2	2	2	2		2
Crawford Small Parts Dexterity Test									
Clerical Abilities Battery									
Computer Aptitude, Literacy, and Interest Profile (CALIP)	3	3	3	3	3	3	3		3
Computer Operator Aptitude Battery (COAB)									
Computer Programmer Aptitude Battery (CPAB)									
Differential Aptitude Test (DAT)									
Flanagan Industrial Test									
General Aptitude Test Battery (GATB)	2								2
General Clerical Test									
McCarron-Dial Evaluation System (MDS)	3							1	3
Microcomp. Eval. and Screening and Assessment (MESA)									
Minnesota Clerical Test									
Minnesota Rate of Manipulation Test									
Minnesota Spatial Relations Test									
Occupational Aptitude Survey									
Pennsylvania Bimanual Work Sample									
Purdue Pegboard									
Short Employment Test (SET)									
Short Test of Clerical Ability (STCA)									
Skills Assessment Module (SAM)	2								2
Talent Assessment Program (TAP)	1.5		2	4.5	2.5	3.5	2.5	4	2
Wide Range Employability Sample (WREST)									

Figure 10-3

Source: Special Vocational Educational Services in PA, Director Eleanor Bicanich

INTEREST ASSESSMENT INSTRUMENTS RATING SHEET

The numbers are averages tabulated from ratings collected from counselors on their recommendation (on a scale of 1 through 5 with 1 being first choice) for using that particular instrument with the population noted above each column.

Title	Disad-vantage	LEP	Learn. Disabl.	Visually Impair.	Hearing Impair.	Phys. Disabl.	Mentally Disabled		Regular Student
							Mild	Mod	
Career Assessment Inventory-The Enhanced Version (CAI)	3		3	3	3	3			3
Career Assessment Survey Exploration (CASE)	1.5		1.5	3.5	3	3	3	5	2
The Career Exploration Inventory (CEI)									
Career Guidance Inventory									
Career (Cal) Occup. Pref. System (COPS) Interest Inventory	1.3	1	1.8	1.5	1.3	1.3	1.5		2.3
Chronicle Career Quest (CCQ)									
Comparative Career Search									
Comprehensive Career Assessment Scale									
Entry Level Job Listing									
Geist Picture Interest Inventory									
GOE Interest Survey									
Gordon Occupational Checklist II									
Hall Occupational Orientation Inventory (HOOI)									
Individual Career Explorations (ICE)									
Interest Based Career Decision (IBCD)	1		1		1	1	2		1
Interest, Determination, Explor. & Assess. System (IDEAS)									
Jackson Vocational Interest Survey (JVIS)									
Judgement of Occupational Behavior-Orientation (JOB-O)	2.5	2	2.5	3.5	3	3.5	3.5	5	2
Kuder General Interest Survey (KGIS)	3		3	3	3	3			3
Kuder Occupational Interest Survey, Form (KOIS)	2		2		2	2	3		2
Minnesota Importance Questionnaire (MIQ)									
Minnesota Vocational Interest Inventory	2		2		2	2	3		2
Ohio Vocational Interest Survey (OVIS II)	3		3		3	3			3
Pictorial Inventory of Careers (PIC)									
Picture Interest Exploration Survey (PIES)	2	3	2	5	2	3	2	2.5	
Reading-Free Vocational Interest Inventory (R-FVII)	1		1	1		1	2		1
Self-Directed Search (SDS)	5		5		5	5			2
Singer/Graflex Pictorial Interest Screening	2		2	1	2	2	2		2
Strong-Campbell Interest Inventory (SCII)	3.5		3.5	3	3.5	3.5			2
Voc. Ed. Special Ed. (VESEP): Interest Scramble Board							4		
Vocational Interest Assessment System (VIAS)									
Vocational Interest and Sophistication Assessment (VISA)									
Vocational Research Interest Inventory (VRII)									
Voc. Training Inventory and Exploration Survey (VOC-TIES)									
Wide Range Interest Option Test (WRIOT)	2		2	5	2	2	3	5	

Figure 10-4

Source: Special Vocational Educational Services in PA, Director Eleanor Bicanich

LEARNING STYLES ASSESSMENT INSTRUMENTS RATING SHEET

The numbers are averages tabulated from ratings collected from counselors on their recommendations (on a scale of 1 through 5 with 1 being first choice) for using that particular instrument with the population noted above each column.

Title	Disad-vantage	LEP	Learn. Disabl.	Visually Impair.	Hearing Impair.	Phys. Disabl.	Mentally Disabled		Regular Student
							Mild	Mod	
CITE Learning Styles Instrument	2	3	2	3	3	3	3		1.5
The Edmonds Learning Style Identification Exercise (ELSIE)	3			1		1			3
How do you Learn?									
How do you Think?									
Learning Strengths: Tempo, Rhythm, Mode	1	1	1				1		
Learning Styles Inventory (LSI)	2								4
Learning Styles Inventory (Educational Activities)									
Nat. Assoc. of Secondary Sch. Prin. Learning Style Profiles									
Productivity Environmental Preference Survey (PEPS)									
The Swassing-Barbe Modality Index (SBMI)									
TLC Learning Style Inventory (TLC & LSI)									
Trainee Performance Sample (TPS)								1	

Figure 10-5

Source: Special Vocational Educational Services in PA, Director Eleanor Bicanich

COMBINATION ASSESSMENT INSTRUMENTS RATING SHEET

Instruments that include both aptitude and interest assessments, and sometimes learning styles.

The numbers are averages tabulated from ratings collected from counselors on their recommendation (on a scale of 1 through 5 with 1 being first choice) for using that particular instrument with the population noted above each column.

Title	Disad-vantage	LEP	Learn. Disabl.	Visually Impair.	Hearing Impair.	Phys. Disabl.	Mentally Disabled		Regular Student
							Mild	Mod	
APTICOM	1		1		1	1	2.5		1
Career Decision-Making System (CDM)									
Discover	2	1	1	1	2	2	1	1	3.5
Individual Career Explorations (ICE)									
Interest, Learning Styles and Apt.(ILA) Voc. Assessment (ILA)	1	1	1	1	1	1	1		1
Occupational Aptitude Survey and Interest Schedule (OASIS)	2		2	2	2	2			2
Program for Assessing Youth Employability Skills (PAYES)									
Sage	1.3		1.3	5	1.8	2.3	2.5	5	1.5

Figure 10-6

Source: Special Vocational Educational Services in PA, Director Eleanor Bicanich

The last survey of this representative overview was done by the Multicultural Task Force of the Vocational Evaluation and Work Adjustment Association (VEWAA). The Task Force was created and the survey taken to get the information needed for setting long-term goals that are sensitive to cultural diversity.

The results were shared with us still in their rough draft form, but from the 450+ responses already calculated, more than 83% put " Multi-Cultural Evaluation and Assessment" at the top of the list of Training Priorities. As to the question of what the professionals already working in the field felt was needed for improving vocational evaluation for multi-cultural individuals, a broad range of needs was indicated:

- "Culturally-sensitive version of commercial systems including SAGE, Valpar, Mesa, and Apticom"
- "Culture-fair GATB"
- "Assess subsistence lifestyle (Alaskan Native fishing, carving, gathering, etc.)"
- "Urban vs. rural norms"
- "Brochures on values and customs"
- "Culture-free mechanical aptitude tests"
- "Tests sensitive to socio-economic norms"
- "Tests developed by someone other than white European males"

Source: Norma Colyer, Task Force Chairperson

WHERE?

Entities That Offer Products On Assessing Occupational Competencies and Academic Skills

American Association for Vocational Instructional Materials (AAVIM)
745 Gaines School Road
Athens, GA 30605
(404) 543-7557
1-800-228-4689
George W. Smith, Interim Executive Director
AAVIM, a consortium of states' department of education representatives, is a nonprofit educational association. AAVIM produces vocational training materials, including texts, manuals, workbooks, computer software, and videos. Also available for sale through AAVIM is a set of modules designed to assist vocational educators in the process of helping persons with limited-English proficiency in occupational programs.

American College Testing (ACT)
Work Keys
P.O. Box 168
Iowa City, IA 52243
(319) 337-1000
Work Keys, a new initiative underway at ACT, is a national system for competency-based assessment and teaching of employability skills. Learners entering the Work Keys system will be assessed to identify the performance level at which they demonstrate competencies for each of the Work Keys skills.

California Adult Student Assessment System (CASAS)
2725 Congress Street
Suite 1-M
San Diego, CA 92110
(619) 298-4681
A consortium of education institutions in California that developed an assessment system that reflects the competency-based curricula used by local programs. The system will help (1) place adults in ESL and Adult Basic Education programs, as well as vocational and high school diploma programs, (2) measure student achievement, and (3) certify competency attainments.

Center for Occupational Research and Development (CORD)
601 C Lake Air Drive
Waco, TX 76710
(817) 772-8756
(512) 323-0779 (in Austin, TX)
1-800-231-3015
A variety of products and services are available from CORD, a nonprofit, public-service organization dedicated to the advancement of vocational/technical education. Spanning secondary, postsecondary, and adult training and education, CORD provides services, forecasts, strategies, curricula, and materials that are used to promote a more productive and competitive workforce.

Educational Testing Service
Rosedale Road
Princeton, NJ 08541
(609) 921-9000
The Educational Testing Service (ETS) has a separate division, the Center for Occupational and Professional Assessment (COPA), that focuses on job related assessment programs and services. Most COPA tests are multiple choice, but the ETS also uses other assessment techniques such as essay tests, performance tests, and simulations.

Jostens Learning Corporation
6170 Cornerstone Court East
San Diego, CA 92121
Contact: Marilyn Johnson
Jostens Learning develops integrated learning systems. These are networked systems of multiple computers delivering comprehensive educational courses for K-12 school students and adult learners. Many of Jostens' learning products use a guided exploration format utilizing animated learning activities which are designed for integration with classroom instruction. Portfolio assessment methods are being developed for many of Jostens Learning's programs to supplement other skill-based methods of assessment.

National Occupational Competency Testing Institute (NOCTI)
409 Bishop Hall
Ferris State University
901 South State
Big Rapids, MI 49307-2295
(616) 796-4695
1-800-334-6283
The National Occupational Competency Testing Institute provides occupational competency examinations and related services to both the United States and world communities, as well as NOCTI teacher (TOCT), student (SOVAT), and industrial (IOCT) testing products.

Vocational-Technical Education Consortium of States (V-TECS)
1866 Southern Lane
Decatur, GA 30033-4097
1-800-248-7701
Since its founding in 1973, the primary activity of the Vocational-Technical Education Consortium of States (V-TECS) has been to define and analyze occupations for the purpose of creating competency-based curriculum and programs. V-TECS has been developing competency-based assessment instruments based on performance objectives, and sponsors an annual conference, the National Conference on Competency-based Testing and Performance Standards for Vocational-Technical Education. During the last two years, development of the V-TECS Data System, a software package designed for storing and retrieving V-TECS material, has been one of their major efforts.

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Special Vocational Education Services In Pennsylvania
Director: Eleanor Bicanich
Pennsylvania State University McKeesport Campus
101 Ostermayer
University Drive
McKeesport, PA 15132
Tel.: (412) 675-9065
Fax: (412) 675-9067

Vocational Evaluation and Work Adjustment Association (VEWAA)
% National Rehabilitation Association
633 W. Washington Street
Alexandria, VA 22314

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SUMMARY

> I've often thought there ought to be a manual to hand to little kids, telling them what kind of a planet they're on . . . . And one thing I would really like to tell them about is cultural relativity. I didn't learn until I was in college about all the other cultures, and I should have learned that in the first grade. A first grader should understand that his or her culture isn't a rational invention; that there are thousands of other cultures and they all work pretty well; that all cultures function on faith rather than truth; that there are lots of alternatives to our own society. Cultural relativity is defensible and attractive.
>
> It's a source of hope.
>
> It means we don't have to continue this way if we don't like it.
>
> Kurt Vonnegut, Jr.

It is never too late to take positive steps to institute change!

As an educator working with diverse students on a daily basis, you more than many others, know first hand the dynamics of constant transformation, reconfiguration, and the unending ebb and flow of your students' growth and needs. No two students are alike; no two students can be fully understood by using just one set strategy for assessment.

Differences exist among all individuals regardless of ethnic background, country of origin, language spoken, gender, race, age, or family economic situation.

If we can begin with this premise, and accept individual differences as a beneficial characteristic and dynamic in an educational and work setting, then we can more easily move to the next step:

Look for positive ways to change what we do so that we can better provide learning, guidance, and progression into the world of work.

Experiencing achievement through gaining knowledge is one of the most exciting and rewarding activities individuals can discover. Learning and evaluating what has been learned is a very fluid task, often with no well-defined beginnings or endings; just a continuum of different rates and levels of benchmarks met, achievements accomplished.

Yet, our instructional system, requirements for accountability at the local, state, and national levels, and workplace competencies, force us to continually try to pinpoint learning and achievement.

Tests and other assessment measures are the way we attempt to accomplish this difficult task. Test results cannot, and should not always be ignored, of course, but test limitations must be consistently recognized.

If you acknowledge the limitations of tests, rather than the perceived or real limitations of the individuals taking the tests, then you can modify not only the tests themselves, but the entire mind-set that accompanies assessment in general.

This has been the goal and mission of this Handbook. The modifications and alternative procedures described herein represent a range of potential strategies and tools. We provide vocational educators with a selection of assessment techniques to obtain more **APPROPRIATE, ACCURATE,** and **COMPREHENSIVE** assessment results for limited English proficient individuals.

We purposefully made the effort to include assessment modifications that stretch from the general to specific. By offering a broad spectrum, we hope to increase the possibilities of impacting the greatest number of programs, and also show that no one strategy is the right answer for every student or situation.

Some of the suggestions are merely taking what many teachers are already doing, and just doing it a little differently, in ways that better diversify procedures and results. Others might require taking a hard, honest look at needed changes beyond just the classroom, and revising curriculum and accountability structures that serve as barriers to certain students.

This Handbook has been intended as a clearinghouse of experiences that will show how LEP students can actively contribute their productive part to an educational process of growth. Assessment, be it access into a program, on-going evaluation, or exit criteria, should be a major catalyst for opportunities, a key element in promoting development. It is the constant challenge that reminds us what teaching is all about.

> **Our goal is to enhance the quality and excitement, and value of learning experiences, and assessment should be assessed by its contribution to this goal.**
>
> Dr. Sylvia Johnson, Howard University*

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* Testimony presented before the U.S. House of Representatives, Committee on Education and Labor, Subcommittee on Elementary, Secondary, and Vocational Education, February 18, 1993.

TEACHER'S NOTES

Ideally, you have been making notations in the margins as you have been reading through this Handbook.

To assist you in pulling together your thoughts, we end the Handbook with some suggested Reflections on what you have read. It is our hope that the ideas collected in this Handbook will serve as viable scenarios that go beyond words and become actions. Perhaps by summarizing here, you can form the beginning blueprint for constructing more accurate, appropriate, and comprehensive assessment for you and your students. Good Luck!

Things I Should Think About After Reading This:

Things Noted That I Already Do:

Things Noted That I Would Like To Do:

Specific Ideas To Follow Up On:

Sources To Follow Up On:

People I Need To Talk With About Implementing Changes In My Instructional/Assessment Process: